

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Alliance Marc & Eva Stern Math and  
Science

Contact Name and Title

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Principal

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# 2017-20 Plan Summary

## The Story

Describe the students and community and how the LEA serves them.

Alliance Marc and Eva Stern Math and Science High School (Stern MASS) is currently in its 11th year of operation. Stern MASS is charter authorized by Los Angeles Unified School District and accredited by the Accrediting Commission for Schools Western Association of Schools and Colleges. It has also been recognized with the California Gold Ribbon School (2017), Title I Student Achievement Award (2017), and one of America's Best High Schools by US News and World Report (2013-2017).

Stern MASS opened in September 2006 in its temporary location at the intersection of Whittier and Atlantic Boulevard in East Los Angeles, California, behind a community favorite WSS shoe warehouse. This temporary site was located approximately 8 miles away from the current permanent site located on the California State University, Los Angeles (CSULA) campus. Today, Stern MASS students matriculate from 160 middle schools, including traditional public middle schools, charter public schools, and private schools.

Stern MASS primarily serves the community of East Los Angeles, California. East Los Angeles is an unincorporated community and culturally referred to as "East LA." It has a predominantly Hispanic community located east of the city of Los Angeles, centered around the area of East Los Angeles, the unincorporated area of City Terrace, and the Los Angeles District of Boyle Heights. The school also serves students from Lincoln Heights, El Sereno, and other communities of East Los Angeles.

According to data from the 2015 United States Census, the largest percentage of the population within the communities are within the ages of 17-19 years, do not speak English as a first language, and are composed of high percentages of migrant and/or immigrant community members. The 2015 U.S Census also shows low levels of education for most community members (usually high school or equivalent only), the average family size is between 3-4 members, a median income of approximately \$15,000 a year per household, and low rates of homeownership within these communities.

Student enrollment is based on an enrollment lottery since the number of applications received exceed the number of available seats. Out of the 600 students, the student body consists of 97% Hispanic or Latino, 1% Asian, 1% African American, and 1% White. 88% of students qualify for the National School Lunch Program, 5% are English Learners, and 6% qualify for Special Education services. The school has maintained a 95% average daily attendance and 95% graduation rate over the past five years. 65% of seniors matriculate to a 4-year college and 30% attend a 2-year college.

School Vision: Stern MASS builds the foundation for higher education and cultivates leaders in STEM and in our community.

School Mission: Stern MASS supports, empowers, and educates traditionally underserved students, by providing a well-rounded, academically rigorous, STEM and college-preparatory education, that is rooted in opportunities to become self-advocates and leaders in our community.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Stern MASS will be continuing with the goals established in the 2016-2017 LCAP in the 2017-2018 school year. The goals created last year were based on longitudinal trajectory until 2020. The goals will be as follows:

**Goal 1: All students are supported by highly effective teachers, counselors, administrators, and staff.**  
The school will continue systematizing and monitoring on-going coaching and evaluations for all staff members.

**Goal 2: Maintain a safe school campus that supports the development of the whole student.**  
The school will be monitored for school safety and building maintenance. Socio-emotional supports will be available and provided to students through school resources and community partnerships.

**Goal 3: Increase student achievement through content area curriculum and instructional support.**  
Teachers will deliver instructional lessons aligned to state-adopted content standards and analyze student achievement through on-going assessment data.

**Goal 4: Increase preparation for students to be college and career ready.**  
Exposure to college and career expectations will be infused in all grade levels to increase preparedness for post-secondary plans.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

Our graduation rate is very high and so is our English Learner progress.

Suspension rates have fallen since last year, especially for controlled substances and physical altercations. We will maintain with canines and social-emotional (BHS) and academic supports (Academic Support Program).

Regarding our graduation rates, this is one of our strongest indicators, despite graduation requirements that far exceed LAUSD.

3 out of 5 subgroups have high college/career readiness.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of

local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Chronic absenteeism is too high - we only have 600 students, we should do better. To improve, our site will continue to conduct phone calls, outreach, and notices.

College and career readiness is a need. Also, concerns regarding students persisting in college once they are accepted. Suspension rate would be good to drop. Continued parent support in college is important. Parent leadership network could begin to address these issues. We will educate parents regarding absenteeism and make end of year activities contingent upon meeting absenteeism benchmarks, etc. We will create incentives for attendance and implement restorative justice.

We need information sharing such as a newsletter regarding the Stern MASS community as a whole.

Regarding suspensions, we need a newsletter also informing parents of progress and current status of interventions.

We need increased rigor for students with barriers to learning.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

Students with disabilities subgroup has higher suspension rate than the school wide indicator.

For English Learner progress we need college ambassadors.

English Learners performance is low and students with disabilities preparedness is low. We will provide targeted 1-on-1 tutoring for ELs and students with disabilities.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

**Increased or Improved Services**

Previously addressed.

**Budget Summary**

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$8,132,424
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$7,496,509

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The school worked to include the majority of its planned expenditures in the LCAP. There are several areas of service that are not reflected, including:

- Child nutrition expenditures, which are supported primarily through Federal and state funding.
- Special education services, provided both by employees of the school and by contracted service providers, which are supported through Federal and state funding.
- After school programming, which is supported primarily through grant funding.
- Depreciation, which is a non-cash expense.
- Select miscellaneous expenditures.

Total Projected LCFF Revenues for LCAP Year	\$6,270,537
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# Annual Update

## LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<b>Goal 1</b>	All students are supported by highly effective teachers, counselors, administrators, and support staff.
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State and/or Local Priorities Addressed by this goal:
State Priorities: 1. Basic Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Teacher assignments aligned to credential authorizations</b> <b>2017-18</b> 100% of teachers teaching courses aligned to their teaching credential.	<b>MET - 100%</b> of teachers taught courses aligned to their teaching credential.
<b>Retention rate of highly effective and master teachers</b> <b>2017-18</b> 90% of highly effective and mater teachers indicate they are returning the following school year on the Intent to Return Form.	<b>MET - 97%</b> of highly effective and master teacher indicated they will be returning for the 2018-2019 school year on the Intent to Return Form.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Provide qualified, content area teachers within every classroom</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>All classes are taught by teachers credentialed in their content area. Hiring practices include demo lessons to ensure effective pedagogy and CTC checks to ensure that all teachers offered employment possess appropriate credentials in their content area. Teachers are provided with a variety of opportunities for professional development, including on-site PD, Alliance-wide PD, curriculum-focused PD, and professional conferences.</p>	<p>\$1,585,566 - LCFF - 1000-1999 Certificated Salaries - Teachers            \$371,836 - LCFF - 3000-3999 Employee Benefits - Teachers            \$30,000 - LCFF - 1000-1999 Certificated Salaries - Stipends            \$4,764 - LCFF - 3000-3999 Employee Benefits - Stipends            \$154,074 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Teachers            \$39,247 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Teachers</p>	<p>\$1,332,720 - LCFF - 1000-1999 Certificated Salaries            \$364,525 - LCFF - 3000-3999 Employee Benefits            \$50,910 - LCFF - 1000-1999 Certificated Salaries            \$13,925 - LCFF - 3000-3999 Employee Benefits            \$135,435 - Federal Revenues - Title I - 1000-1999 Certificated Salaries            \$37,044 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p>	<p>\$318,353 - LCFF - 1000-1999 Certificated Salaries - School Leaders            \$73,040 - LCFF - 3000-3999 Employee</p>	<p>\$453,287 - LCFF - 1000-1999 Certificated Salaries            \$123,983 - LCFF - 3000-3999 Employee</p>

<p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Provide effective instructional administrators and instructional coaches to support a safe learning environment conducive to classroom instruction.</p>	<p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Stern MASS provides 3 Assistant Principals, who support staff by department. Administrators conducted four formal observations as well as dozens of informal observation and feedback sessions with their supported teachers. These Assistant Principals also support students by grade level, following each cohort of students throughout their four years at Stern MASS. Stern MASS also provides three part-time instructional leads, who support specific first and second year teachers, while also supporting their content area colleagues. Administrators and instructional leads are required to attend professional development targeted to enhance pedagogy support skills. New teachers receive additional instructional supports through Alliance-wide New Teacher Orientation events throughout the school year.</p>	<p>Benefits - School Leaders</p>	<p>Benefits</p>
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science</p>	<p>\$621,075 - LCFF - 1000-1999 Certificated Salaries - Teachers, Administrators, Counselors \$146,906 - LCFF - 3000-3999 Employee Benefits - Teachers, Administrators, Counselors \$87,385 - LCFF - 2000-2999 Classified</p>	<p>\$701,395 - LCFF - 1000-1999 Certificated Salaries \$191,845 - LCFF - 3000-3999 Employee Benefits \$65,131 - LCFF - 2000-2999 Classified Salaries \$29,003 - LCFF -</p>

<p>School</p> <p>Retain highly effective and master teachers, administrators, counselors, and support staff at the school.</p>	<p>School</p> <p>Stern MASS uses a variety of strategies to retain highly effective staff and faculty. These include weekly recognition practices, staff appreciation events, leadership and professional development opportunities, and yearly conferences to discuss job responsibilities and course preferences. Positive school culture is also created and fostered through advisory cohorts and intraschool competitions. In addition, Stern MASS administration engages in discussions and planning with staff and faculty to accommodate changes to family and life circumstances.</p>	<p>Salaries - Classified Staff \$32,556 - LCFF - 3000-3999 Employee Benefits - Classified Staff</p>	<p>3000-3999 Employee Benefits</p>
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**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Maintain classified staff focused on daily school operations.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Stern MASS employs two School Operations Managers to supervise classified staff. School Operations Managers meet with classified staff to set semester goals, have a mid-year evaluation, and end of year evaluation. Monthly staff meetings and individual weekly check-ins are held. Staff are</p>	<p>\$267,207 - LCFF - 2000-2999 Classified Salaries - Classified Staff, Overtime, Bonuses \$98,655 - LCFF - 3000-3999 Employee Benefits - Classified Staff, Overtime, Bonuses</p>	<p>\$312,407 - LCFF - 2000-2999 Classified Salaries \$139,117 - LCFF - 3000-3999 Employee Benefits</p>

	<p>trained in attendance, nutrition procedures, customer service at the Home office. School Operations Managers have planned and implemented daily supervision procedures to support student safety and discipline. All staff are supported by a full-time technology assistant, and communication through daily bulletins.</p>		
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**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Counselors provide academic and socio-emotional services.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Stern MASS provides four counselors, three of who divide the 10th, 11th, and 12th grade students evenly and follow those students for all three of those years. This allows each counselor to get to know their individual students in-depth over the course of three years. The fourth counselor specializes in 9th grade support, and is also credentialed to provide DIS counseling according to the needs of students with IEPs or 504 Plans. One counselor supports the instructional program by acting as an advisory representative. In addition, counselors attend monthly professional development and have a supporting administrator</p>	<p>\$146,763 - LCFF - 1000-1999 Certificated Salaries - Counselors            \$37,642 - LCFF - 3000-3999 Employee Benefits - Counselors            \$69,118 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Counselors            \$18,101 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Counselors</p>	<p>\$203,407 - LCFF - 1000-1999 Certificated Salaries            \$55,636 - LCFF - 3000-3999 Employee Benefits            \$80,762 - Federal Revenues - Title I - 1000-1999 Certificated Salaries            \$22,090 - Federal Revenues - Title I - 3000-3999 Employee Benefits</p>



on-site.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Contract credential substitute teachers for teacher absences</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Stern MASS contracts with The Education Team, Teachers on Reserve, DirectEd, and employs one full-time in-house substitute teacher. All substitute teachers hired are appropriately credentialed.</p>	<p>\$33,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Substitute Teachers</p>	<p>\$57,597 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the goal that all students are supported by highly effective teachers, counselors, administrators, and staff, the planned action steps and services were executed. This year the administration team increased the number of classrooms observations and documented them through an online tracking system. This system allowed teachers to take notes during debrief sessions and allowed administrators to track longitudinal growth throughout the school year. Numbers of observations by teacher and administrator were also automatically tracked, allowing administrators to ensure that teachers were receiving equitable and appropriate levels of support. Counselors also had regular check-ins with the supported administrator to provide more collaboration amongst the team to meet school-wide counseling goals. Classified staff were supported through consistent meetings and performance discussions with school operations managers. During these meetings, staff and school operations manager would collaborate to set goals and review performance since the last meeting. These consistent feedback sessions supported growth in staff throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services were effective towards achieving the goal. Teacher performance growth was visible through their observation scores from the first to final observation ratings. Counselor growth was visible through their portfolio documentation and rubric indicators. Classified staff collaborated with their supervisor to create goals and to ensure continuous growth. Staff members placed on improvement plans grew in effectiveness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures in service of this goal were broadly in line with expectation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to this goal, expected outcomes, metrics, or action and services to achieve this goal.

## Goal 2

Maintain a safe school campus that supports the development of the whole student.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 5. Pupil engagement

Local Priorities:

### Annual Measurable Outcomes

Expected		Actual										
<b>Building Maintenance</b>	<b>2017-18</b> 90% of logged building maintenance requests were completed.	<b>MET</b> - 100% of logged building requests were completed.										
<b>School-wide Average Daily Attendance</b>	<b>2017-18</b> 95% school-wide annual average daily attendance rate	<b>MET</b> - 96.43% average daily attendance as of May 4, 2018.										
<b>Suspension rate as measured by the California School Dashboard for all students and significant subgroups</b>	<b>2017-18</b> 1.5% or less suspension rate school-wide and for significant subgroups	<p><b>PARTIALLY MET</b> -</p> <p>Suspension rates in 2016-17:</p> <table border="1"> <tbody> <tr> <td>School wide</td> <td>1.8%</td> </tr> <tr> <td>Socioeconomic</td> <td>1.7%</td> </tr> <tr> <td>English Learner</td> <td>0%</td> </tr> <tr> <td>Disabilities</td> <td>5.7%</td> </tr> <tr> <td>Hispanic</td> <td>1.8%</td> </tr> </tbody> </table>	School wide	1.8%	Socioeconomic	1.7%	English Learner	0%	Disabilities	5.7%	Hispanic	1.8%
School wide	1.8%											
Socioeconomic	1.7%											
English Learner	0%											
Disabilities	5.7%											
Hispanic	1.8%											
<b>Chronic absenteeism as measured by the California School Dashboard for all students and significant subgroups</b>	<b>2017-18</b> Baseline chronic absenteeism performance levels for all students and significant subgroups	Per the CA Dashboard, the chronic absenteeism rate in 2016-17 was 9.5% for all students and 9.1% for Hispanic students.										

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Provide adequate resources to maintain and operate the facility</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Stern MASS employs one full-time plant manager, as well as a full-time day porter contracted through Harbor Maintenance. Stern MASS also employs a night crew for further custodial work. In addition, Stern MASS has a 1:1 ratio of students to Chromebooks, and employs an IT specialist to maintain these and other IT devices throughout the school. Instructional materials, including printing, are provided to teachers on an as-needed basis. Facilities maintenance and improvements this year have included a new alarm system, painting the roof awning, resurfaced roof above Multi-Purpose Room and Professional Development Center to repair water leaks, adding office cubicles to the student support center, cabinet locks repaired in science classrooms, new storage hooks/racks in the music classroom, and bathroom door and soap dispenser repairs. There has also been regular maintenance of emergency backpacks and supplies,</p>	<p>\$34,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Janitorial            \$773,993 - LCFF - 5000-5999 Services and Other Operating Expenses - Utilities, Rent, Rent Equalization            \$28,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Office Expense            \$77,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Insurance, Taxes and Fees            \$40,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Printing, Equipment and Leases            \$46,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Repairs and Maintenance            \$15,000 - LCFF - 5000-5999 Services and Other Operating Expenses - General Consulting, Legal            \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses -</p>	<p>\$1,990,631 - LCFF - 5000-5999 Services and Other Operating Expenses - Summary of Goal 2 Action 1</p>

	<p>including bottled water, food, emergency toilets, emergency rosters, and class signs. Alliance Home Office has also provided support in the areas of payroll, technology, and human resources. LAUSD and LACOE have provided supports as well.</p>	<p>Communications \$777,776 - LCFF - 5000-5999 Services and Other Operating Expenses - Management Fees \$12,500 - LCFF - 5000-5999 Services and Other Operating Expenses - Accounting, Bank Charges \$7,150 - LCFF - 5000-5999 Services and Other Operating Expenses - Payroll Service Fee \$61,900 - LCFF - 5000-5999 Services and Other Operating Expenses - District Oversight Fee \$11,000 - LCFF - 5000-5999 Services and Other Operating Expenses - LACOE Fees \$71,808 - Other Federal Funds - 7000-7499 Other - SELPA Fees \$49,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Transportation, Auto and Travel \$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Dues and Membership</p>	
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**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Security</p>	<p>\$294,570 - Other Federal Funds - 5000-5999 Services and Other Operating Expenses - Food</p>

<p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Continue school and community supports focused on recognition, behavior, health, and safety.</p>	<p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Students who need more regular socioemotional counseling and have Medi-Cal receive on-site therapy by Behavioral Health Services, Inc. Community partnerships also exist with Sheriff's Department VIDA Program and Behavioral Health Services to provide resources for students who need therapy, substance abuse, and healthy lifestyles support. Peer Health Exchange provides health awareness classes to 9th grade students during PE. Classroom discipline was documented through an online reporting system that allows teachers to track student behavior, as well as perform quick and effective referrals for administrative intervention. This system notifies resource teachers when a student with an IEP or 504 Plan is referred, and allows administrators to track student discipline in a holistic fashion between all classrooms. This allows for earlier and more effective behavioral interventions. CSULA Police consulted and provided support for severe discipline issues and emergency response situations. They also provide consultation for law enforcement support within the local community. Attendance interventions include immediate calls home for absent students within the first 30 minutes of attendance. Personal phone calls and registered letters are sent for habitually truant students. Attendance intervention meetings including administrator, parent, and student, are scheduled if truancies continue. To further encourage good attendance, students</p>	<p>\$392,365 - LCFF - 5000-5999 Services and Other Operating Expenses - Business Meals, Food Services          \$68,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Uniforms          \$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Scholarships</p>	<p>Services          \$146,824 - LCFF - 5000-5999 Services and Other Operating Expenses - Summary of Goal 2 Action 2 except for Food Services (Fed \$)</p>
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receive free dress days for perfect attendance, and administration and staff supervise hallways during class periods, nutrition, and lunch. Students also accumulate "detention hours" for poor attendance, which can prohibit them from attending after-school and supporting events. These detention hours are managed by office hours attendance, linking academic support to issues of attendance. Class schedules were also altered this year to reduce tardies, moving Advisory classes to the middle of the day.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To address this goal of student safety, our team focused our actions on facilities maintenance, student social-emotional support, effective school and classroom behavioral interventions, and attendance. In the area of facilities management, we saw improvement due to an increase in systematized support for our plant manager. We have also seen improvements in behavioral and academic outcomes due to a focus on behavioral structures and interventions. Teacher referrals decreased as the school year progressed. We have also seen improvements in attendance as the monthly average attendance has increased to over 96%. Attendance meetings with the Assistant Principal, Attendance Clerk, and families have increased communication between the home and school and allowed us to provide a variety of supports to address identified needs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These actions seem to have been effective, although many of the practices are still growing as staff and faculty become accustomed to the new procedures and routines. However, we have seen significant improvements in attendance, as well as reductions among some subgroups in suspensions. We have collected baseline chronic absenteeism data, and anticipate a reduction in these numbers, as we have been tracking them throughout the school year. All of these practices seem to have yielded positive results and we will continue to build on them in the future.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures in service of this goal were broadly in line with expectation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as

applicable. Identify where those changes can be found in the LCAP.

There were no changes to this goal, expected outcomes, metrics, or action and services to achieve this goal.



### Goal 3

Increase student achievement through content area curriculum and instructional supports.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual										
<p><b>% of all students and significant subgroups meeting or exceeding standards on CAASPP SBAC English Language Arts</b> 2017-18</p> <p>2018 SBAC ELA percent of students meeting or exceeding standards</p> <ul style="list-style-type: none"> <li>All students: 80%</li> <li>Socioeconomically Disadvantaged: 79%</li> <li>Hispanic: 80%</li> <li>Females: 77%</li> <li>Males: 82%</li> </ul>	<p>2016-17 SBAC ELA percent of students meeting or exceeding standards</p> <table border="1" data-bbox="1079 548 1887 760"> <tr> <td>All students</td> <td>76%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>75%</td> </tr> <tr> <td>Hispanic</td> <td>75%</td> </tr> <tr> <td>Females</td> <td>81%</td> </tr> <tr> <td>Males</td> <td>71%</td> </tr> </table> <p>Students will be taking the 2018 SBAC in May, and the results will likely be available around September.</p>	All students	76%	Socioeconomically Disadvantaged	75%	Hispanic	75%	Females	81%	Males	71%
All students	76%										
Socioeconomically Disadvantaged	75%										
Hispanic	75%										
Females	81%										
Males	71%										
<p><b>% of all students and significant subgroups meeting or exceeding standards on CAASPP SBAC Math</b> 2017-18</p> <p>2018 SBAC ELA percent of students meeting or exceeding standards</p> <ul style="list-style-type: none"> <li>All students: 35%</li> <li>Socioeconomically Disadvantaged: 37%</li> <li>Hispanic: 36%</li> </ul>	<p>2016-17 Students meeting or exceeding standards on CAASPP Math</p> <table border="1" data-bbox="1079 1008 1887 1133"> <tr> <td>All Students</td> <td>42%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>43%</td> </tr> <tr> <td>Hispanic</td> <td>41%</td> </tr> </table> <p>Students will be taking the 2018 SBAC in May, and the results will likely be available around September.</p> <p><b>There was a typo in this metric, as this was meant to address the Math portion of the SBAC. This has been corrected for the upcoming school year.</b></p>	All Students	42%	Socioeconomically Disadvantaged	43%	Hispanic	41%				
All Students	42%										
Socioeconomically Disadvantaged	43%										
Hispanic	41%										

<p><b>English Learner performance levels</b></p>	<p><b>2017-18</b> 58% of English Learners who increase at least one overall performance level on the CELDT/ELPAC, score an overall score of a 4 or 5 on the CELDT, or score a 3 or 4 on the ELPAC</p>	<p><b>NOT MET</b> - 55% of students made improvement in overall level or remained at 4 or 5 on the CELDT in 2016-17. Students have now transitioned over into taking the ELPAC, and this goal has been updated for the upcoming school year.</p>
<p><b>Seniors completing A-G requirements</b></p>	<p><b>2017-18</b> 95% of seniors completed A-G requirements</p>	<p><b>MET</b> - 96.6% of seniors completed A-G requirements in 2016-17.</p>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Master Schedule has UC/CSU "a-g" and College Board approved courses</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>All classes that could be aligned to meet a-g requirements have been approved by the UC Articulation Department. All AP courses have been approved by the College Board. Teachers in both processes submit syllabi that are approved by administrators and the respective websites. This information is also distributed to all stakeholders including parents in the parent handbook, students in the student handbook and the community through our school website.</p>	<p>\$63,000 - LCFF - 4000-4999 Books and Supplies - College Prep</p>	<p>\$60,643 - LCFF - 4000-4999 Books and Supplies</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p>	<p>\$112,064 - LCFF - 1000-1999 Certificated Salaries - Teachers</p>	<p>\$0 - LCFF - 1000-1999 Certificated Salaries - Salaries already included in</p>

<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Master Schedule contains intervention courses for at-risk students</p>	<p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Master Schedule contains English Language Development (ELD), Math Support, Resource Lab, and College Prep Seminar for at-risk students, targeted push-in classes, and SDAIE English classes.</p>	<p>\$57,289 - LCFF - 3000-3999 Employee Benefits - Teachers</p>	<p>Goal 1 (repeated expenditure) \$0 - LCFF - 3000-3999 Employee Benefits - Benefits already included in Goal 1 (repeated expenditure)</p>
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Purchase, maintain, and assess continuous effectiveness of curriculum, technology, and instructional materials</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Curriculum for English and Spanish purchased. Timers purchased for teacher pacing. Continue maintenance of Chromebooks and carts to maintain a 1:1 ratio throughout the school. Additional instructional materials and curriculum purchased for AP classes. Houghton Mifflin Harcourt "Collections" ELA</p>	<p>\$35,000 - LCFF - 4000-4999 Books and Supplies - Textbooks and core curricula materials \$6,000 - LCFF - 4000-4999 Books and Supplies - Books and reference materials \$22,000 - LCFF - 4000-4999 Books and Supplies - School supplies \$98,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Software \$230,252 - LCFF - 5000-5999 Services and Other Operating Expenses - IT, Depreciation Expense</p>	<p>\$244,327 - LCFF - 4000-4999 Books and Supplies - Summary of actuals Goal 3 Action 3</p>

	<p>curriculum and online resources, as well as Pearson "Autentico" curriculum adopted and purchased. Purchased additional TI calculators and online curriculum resources for IM1, IM2, and IM3 courses. Art materials purchased for new fine arts class. Purchased iPad applications for P.E. and Music, as well as new equipment for Weight Training. Effectiveness of all these tools are assessed through department meetings, school-wide, state-wide, and national assessments.</p>		
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#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Professional development opportunities for school-wide, vertical, and horizontal instructional alignment.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Weekly teacher professional development is led by instructional leads and administrators and focuses on formative assessment practices aligned to questioning, anticipated student responses, monitoring and feedback. This team includes a representative from each department, and plans instructional strategy roll-outs. Teachers and counselors also continued with Advisory planning in grade level cohorts. Teachers</p>	<p>\$10,000 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - Conference Fees            \$30,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Professional Development</p>	<p>\$15,144 - LCFF - 4000-4999 Books and Supplies - Summary of actuals Goal 3 Action 4</p>

	<p>received individualized coaching support from supporting administrators. Content area teachers received instructional and assessment from Stern MASS and Alliance instructional coaches. Teachers who taught Advanced Placement (AP) courses attended summer workshops to prepare for teaching AP courses. All social studies teachers attended the new Social Studies framework roll-out PD held by LACOE.</p>		
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**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Students with learning disabilities and health impairments receive services as stated on their IEP or 504 Plan.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>All students receive RSP support through an inclusion model, with push-in support in ELA and Math, as well as Resource Lab and pull-out supports as necessary. Annual IEP meetings are held to update or revise existing supports. Triennial IEPs include a comprehensive evaluation to ensure current supports are appropriate to learning needs. Struggling or at-risk students in General Education are evaluated by an outside school psychologist to identify learning disabilities or special education needs. Students with disabilities receive Speech/Language and Deaf/Hard of</p>	<p>\$235,583 - Other Federal Funds - 1000-1999            Certificated Salaries - Teachers            \$59,625 - Other Federal Funds - 3000-3999            Employee Benefits - Teachers            \$185,000 - Other Federal Funds - 5000-5999            Services and Other Operating Expenses - Special Education</p>	<p>\$218,677 - Other Federal Funds - 1000-1999            Certificated Salaries - SPED Teachers (3)            \$59,812 - Other Federal Funds - 3000-3999            Employee Benefits - 59,812.26            \$183,342 - Other Federal Funds - 5000-5999            Services and Other Operating Expenses</p>

	Hearing services as outlined in their IEPs, by outside service providers. Counseling services are provided for both IEP and 504 students by our in-house school counselor. Students with more severe emotional needs receive ERICS counseling from an outside provider.		
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**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>English Learners receive instructional supports to acquire language acquisition.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>ELD and SDAIE courses, use data from CELDT, Achieve 3000 Lexile, and CMO-wide Interim Assessments to identify students who need support. We employ a Director of Instruction dedicated to testing and reclassifying ELD students</p>	<p>\$40,229 - LCFF - 2000-2999 Classified Salaries - Instructional Aides</p> <p>\$10,366 - LCFF - 3000-3999 Employee Benefits - Instructional Aides</p>	<p>\$2,818 - LCFF - 2000-2999 Classified Salaries</p> <p>\$1,255 - LCFF - 3000-3999 Employee Benefits</p>

**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p>	<p>\$64,480 - LCFF - 2000-2999 Classified Salaries - Classified Support</p> <p>\$25,395 - LCFF -</p>	<p>\$32,595 - LCFF - 2000-2999 Classified Salaries</p> <p>\$14,515 - LCFF - 3000-3999 Employee</p>

<p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Provide supplemental academic intervention and enrichment</p>	<p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>All teachers held academic tutoring, also known as office hours, once per week to provide additional support to students. The school partnered with Youth Policy Institute to provide additional math and academic tutoring available daily from 3:30-6:30 pm. Students had access to enrichment field trips including the musical "Hamilton," the Reagan Library, and multiple college tours.</p>	<p>3000-3999 Employee Benefits - Classified Support</p>	<p>Benefits</p>
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the goal that content area curriculum and instructional supports drive student achievement, the actions and services did help achieve progress towards the goal to varying degrees. This year, a Professional Development Team was created consisting of one teacher from each content area and the principal. This team led monthly workshops focused around the questioning process and how to assess student learning through formative and summative assessment questions. Teachers learned strategies such as developing text-dependent questions, monitoring student learning through purposeful monitoring and "hunting", read-write-discuss cycle for preparation of whole class or small group discussion, and the importance of creating teacher exemplars to further clarify teacher expectations of student mastery. Teachers had opportunities to practice and provide feedback coaching through montly content alike department coaching sessions. The Grow instructional rubric also provided more individualized pedagogy and content specific support to increase individual teacher practice. Teachers also had opportunities to analyze student work samples and collaborate to determine vertically aligned expectations and gain feedback to better align student performance expectations and mastery. Teachers then took this feedback to adjust lesson plans and instructional practices to better support student learning. Students had opportunities in class and during Office Hours to increase their understanding and further demonstrate mastery.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.



Although we do not have SBAC English and math results, teachers anecdotally expressed they felt more prepared to teach the state standards and curriculum. Students performed better on formative and summative assessments, incorporated more academic discourse in their work samples and conversations, and produced stronger evidence of their learning. Continuing to focus on these action steps will assist with increased school-wide and subgroup performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures in service of this goal were lower than expected largely due to lower than expected classified staff compensation in service of this goal. In addition, teacher salaries in action 2 of this goal should have been labeled as repeat.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to this goal, expected outcomes, metrics, or action and services to achieve this goal.

**Goal 4**

Increase preparation for students to be college and career ready.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement; 6. School climate; 7. Course access; 8. Other pupil outcomes

Local Priorities:

**Annual Measurable Outcomes**

Expected	Actual								
<p><b>Graduation rates for all students and significant subgroups as measured on the California School Dashboard 2017-18</b> 95% graduation rate school-wide and by significant subgroups</p>	<p><b>MET -</b> Graduation rate posted in the California School Dashboard Fall 2017 release:</p> <table border="1" data-bbox="1081 630 1367 881"> <tr> <td>All Students</td> <td>97%</td> </tr> <tr> <td>English Learners</td> <td>95%</td> </tr> <tr> <td>Special Education</td> <td>100%</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>97%</td> </tr> </table>	All Students	97%	English Learners	95%	Special Education	100%	Socioeconomically Disadvantaged	97%
All Students	97%								
English Learners	95%								
Special Education	100%								
Socioeconomically Disadvantaged	97%								
<p><b>Advanced Placement Pass Rates 2017-18</b> 60% of all students and significant subgroup who passed at least 1 AP exam</p>	<p><b>MET -</b> 73% of graduating seniors (Class of 2018) have passed at least one AP exam in the 2015, 2016, or 2017 administrations. Using this same measurement, 74% of Hispanic students, and 74% of Free and Reduced Lunch students also have passed at least one AP exam. This percentage may increase based on the 2018 AP exam results.</p>								
<p><b>Parent engagement opportunities 2017-18</b> 25% of families participated in at least 10 parent engagement opportunities</p>	<p><b>NOT MET -</b> 7% of families participated in at least 10 parent engagement opportunities. This percentage was taken from May 2018 and may increase by the end of the school year.</p>								

<b>Parent School Satisfaction Survey Overall Satisfaction</b>	<b>2017-18</b> 3.0 overall average score of parents feeling satisfied with the education their child receives at the school	<b>MET -</b> 3.4 overall average parent satisfaction score in 2016-17. This is data from last year's survey, and may change in this year's survey data, which will be available in August 2018.
<b>Student School Satisfaction Survey Overall Satisfaction</b>	<b>2017-18</b> 3.0 overall grade students would give the school	<b>MET -</b> Students gave the school an overall satisfaction score of 3.1 in 2017-18. This is data from a mid-year survey, and may change in the end-of-year survey.
<b>Staff School Satisfaction Survey Overall Satisfaction</b>	<b>2017-18</b> 3.0 overall satisfaction score	<b>MET -</b> Staff gave the school an overall satisfaction score of 3.6 in 2017-18. This is data from a mid-year survey, and may change in the end-of-year survey.

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Students, parents, teachers, counselors, and administrators monitor student progress towards graduation.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Progress reports were mailed home after the 5th, 10th, and 15th, week of each semester and report cards are mailed home at the end of each semester. Parents also have access to Wazzle (formerly Pinnacle), where they may check their student's current grades. Students received a copy of progress reports and report cards in their Advisory classes, where they set goals to improve their grades. These Advisory classes also served as academic supports for all students, where teachers engaged in regular grade checks with all students. Counselors and teachers reached out to parents of students at risk of failing. Students who had a 2.5 course score or lower were mailed an In Danger of Failing Notice after the 10th week of the semester. Seniors were provided Senior Clearance Forms in Spring to track graduation progress. Counselors met with</p>	<p>\$8,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Postage and shipping \$12,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Equipment Leases</p>	<p>\$14,406 - LCFF - 4000-4999 Books and Supplies - Summary of actuals Goal 4 Action 1</p>

	<p>senior parents for those in danger of not graduating to create graduation plan. Three "Meet Your Teacher" nights were also held to facilitate parent contact with teachers.</p> <p>Grade 9 piloted an academic support program designed to identify struggling students quickly and provide immediate, targeted intervention. These students are placed on office hours contracts, and consistent contact is made with parents for support. Students who do not show improvement may have been advanced to an SST for further supports.</p>		
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## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Promote college awareness through college tours, informational workshops, college admissions process, etc.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Stern MASS employs one Student Transitions Coordinator who supports college access and matriculation for alumni. This staff member also engages with the Alliance Mentoring Program, a CMO-wide program to provide on-campus support for Alliance graduations. 9th grade Advisory students completed research projects on UCs and CSUs, while 10th grade Advisory students completed research projects about prospective</p>	<p>\$27,000 - LCFF - 4000-4999 Books and Supplies - College entrance exams</p>	<p>\$21,302 - LCFF - 4000-4999 Books and Supplies</p>

	<p>careers. Every student has the opportunity to visit a college campus in the year, as well as CSU, UC, and private school college workshops. Students who were applying to CSU EOP also had access to an EOP workshop. Stern MASS provides free opportunities for students to take the PSAT, ACT, ACT Aspire and AP tests. These tests are planned throughout the school year, and are supported by school staff. ACT and ACT Aspire tests have almost 100% combined participation from Stern MASS students. At least 33 college representatives have visited Stern MASS to provide college information. Presentations were open to all grade levels. Students attended the College Fair at the Pasadena Convention Center in September 2017. Seniors interested in local community colleges, such as East Los Angeles College and Pasadena City College, visited the campus, registered as students, and were administered placement exams. Students then receive support during the college admissions process through Advisory. The school also held a College Fair in the Spring of 2018.</p>		
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p>	<p>\$103,000 - LCFF - 4000-4999 Books and Supplies - Student Activities and Field Trips, School Fundraising</p>	<p>\$79,190 - LCFF - 4000-4999 Books and Supplies</p>

Enrichment and extracurricular activities for students to develop personal growth and leadership.

Students have opportunities to participate in eight sports and 18 extracurricular clubs. The Youth Policy Institute established and ran the after school program provided further enrichment opportunities, including a "Lights on After School" club fair to promote current clubs and sports. Counselors also sent out e-mail notification regarding enrichment opportunities. Select student clubs have partnerships with outside organizations, such as Key Club with Kiwanis, Speech and Debate with Los Angeles Metropolitan Debate League, and Engineering Club with the CSULA Society of Hispanic Engineering and Science Students. To foster volunteerism and community leadership, Stern MASS held a volunteer fair with representation from 18 agencies, open to students from all grade levels. The Associated Student Body organized and held multiple student events, such as the Haunted Hallway maze and dance, Valentine's Day dance, and Senior Prom.

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Provide meaningful involvement</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Parents have opportunities to meet with</p>		

opportunities for all parents that support student success in becoming college and career ready.

teachers and counselors three times each year at Meet Your Teacher and Counselor Night. Parent workshops are available for parents twice each month ranging from parenting classes, college information, AP course awareness, and healthy living. FAFSA Super Saturday workshop was held to help parents and students apply for financial aid.

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Continue providing students with college and career readiness opportunities with community partners.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: Specific Schools: Alliance Marc and Eva Stern Math and Science School</p> <p>Students participated in multiple opportunities including UCLA Saturday Business Institute, Project SEED, Engineering courses through East Los Angeles College, and College Match supported students in the college application process.</p>		

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the goal of preparing students to be college and career ready, our actions and services did help to achieve our goal. Students reviewed their grades during Advisory class to monitor their academic performance and set goals. Counselors met with each student to update students on



graduation progress and college plans. All seniors received college application workshops and supports through their Advisory classes and after school workshops to help with complete and monitor the application process. Prior to the college decision deadline, each senior met with a counselor or Alliance Home Office college advisor to review financial aid award letters and college acceptance procedures. Students in grades 9-11 were exposed to college presentations through the College Fair, attended college tours based on their cumulative grade point average to better target "reach" and "match" post-secondary schools, and listened to college presentations open to all grade levels based on specified interest. This helped the reality of college and its expectations was experienced by more students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The strengths of this goal was in the college-readiness action steps and services. Students are supported with the college application process and course preparation by having open access to AP and honors courses. More opportunities are needed to deliver the career focus of this goal so that a balance of career options and its pre-requisites are understood.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures in service of this goal were lower than expected primarily due to lower than planned student activity and field trip expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to this goal, expected outcomes, metrics, or action and services to achieve this goal.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The school leadership implemented quarterly updates on the implementation of actions and services during the 2017-18 regular meetings of the School Board. The Board was regularly updated on the implementation of actions/services as well as internal assessment data to monitor our progress toward the LCAP goals on the following dates:

- September 14, 2017
- November 30, 2017
- March 1, 2018

Additionally, stakeholders at the school site level, including parents, teachers and students have been engaged in monitoring and revision of the 2018-19 Local Control Accountability Plan.

- Leadership Team - 10/17/17
- School Coordinating Council - 2/22/18, and 5/29/18
- Teacher Professional Development - 12/1/17, 4/13/18, 5/11/18
- Community Town Hall - 3/6/18, 5/1/18
- Student Town Hall - 4/23/18, 4/24/18, 4/25/18, and 4/26/18

The consultation for the 2018-19 LCAP began in December 2017 with the reflection on the California Accountability Dashboard, finances and internal data we use to reflect on our progress in real-time. Based on our mid-year data and financial reviews, the school began the formal engagement process for input on the 2018-19 LCAP in December 2017.

Date	Description	Objectives
October 17, 2017	Leadership Team Meeting	<ul style="list-style-type: none"> <li>• Review actions taken and discuss next steps in sharing information with stakeholder groups</li> <li>• Planned timeline to meet all stakeholder engagement requirements</li> <li>• Provided internal benchmarks to ensure that all action steps within each goal would be completed in the 2017-18 school year</li> </ul>
December 1, 2017	Teacher and Counselor Professional Development #1	<ul style="list-style-type: none"> <li>• Review and expand upon summaries of actions taken</li> <li>• Reflect upon released data and discuss possible program changes for the following school year</li> </ul>

February 22, 2018	School Coordinating Council	<ul style="list-style-type: none"> <li>Reviewed actions and services currently implemented in the LCAP and reviewed stakeholder input for the 2018-19 suggested actions</li> </ul>
March 6, 2018	Community Town Hall #1	<ul style="list-style-type: none"> <li>Review California School Dashboard data</li> <li>Share further data in relation to the dashboard indicators</li> <li>Collect feedback on strengths and areas for growth as related to the dashboard areas</li> </ul>
April 5, 2018	School Coordinating Council #2	<ul style="list-style-type: none"> <li>Reviewed action steps proposed for the 2018-19 school year</li> </ul>
April 13, 2018	Teacher and Counselor Professional Development #2	<ul style="list-style-type: none"> <li>Review further data related to individual LCAP goals</li> <li>Provide feedback regarding the efficacy of actions taken and suggest revision to actions for the following school year</li> </ul>
April 23-26, 2018	Student Town Halls	<ul style="list-style-type: none"> <li>Students present interpretations of student satisfaction surveys</li> <li>Students present the product of Advisory class discussions, including possible revisions to current school policies or actions</li> </ul>
May 1, 2018	Community Town Hall #2	<ul style="list-style-type: none"> <li>Review identified needs and measurable outcomes with parents</li> <li>Parents provide feedback regarding further identified needs and their interpretation of the measurable outcome data</li> </ul>
May 11, 2018	Teacher and Counselor Professional Development #2	<ul style="list-style-type: none"> <li>Teachers and counselors review accumulated feedback organized by goal</li> <li>Teachers and counselors then review possible changes in support programs for the upcoming school year and suggest additional supports</li> </ul>
May 29, 2018	School Coordinating Council #3	<ul style="list-style-type: none"> <li>Reviewed the final draft of the LCAP and provided comments</li> </ul>
May 31, 2018	School Board Meeting	<ul style="list-style-type: none"> <li>Reviewed and discussed the LCAP. Approved the final draft of the LCAP document</li> </ul>

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder consultations allowed us to share data with our students, faculty, staff, administrators, and parents, and receive feedback on each stakeholder group's interpretation of these data. In addition, once these groups had been made aware of these data, these consultations allowed us to receive feedback from our stakeholders regarding the implementation of specific programs, as well as feedback regarding proposed future programs. This cycle of data collection, reflection, and planning future programs allowed us to create a thoughtful plan to increase effective supports for our students in the upcoming school year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Unchanged Goal
<b>Goal 1</b>	All students are supported by highly effective teachers, counselors, administrators, and support staff.

<b>State and/or Local Priorities Addressed by this goal:</b>	State Priorities: 1. Basic Local Priorities:
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<b>Identified Need:</b>	Students deserve to be educated and supported by the best qualified teachers, counselors, administrators, and support staff. Stern MASS staff should be committed and held accountable to continually grow professionally and transfer their knowledge and expertise to the students so they receive the highest education possible.
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## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher assignments aligned to credential authorizations	100% of teachers teaching courses aligned to their teaching credential.	100% of teachers teaching courses aligned to their teaching credential.	100% of teachers teaching courses aligned to their teaching credential.	100% of teachers teaching courses aligned to their teaching credential.
Retention rate of highly effective and master teachers	97% of highly effective and master teachers indicated they are returning the following school year on the Intent to Return Form.	90% of highly effective and mater teachers indicate they are returning the following school year on the Intent to Return Form.	90% of highly effective and mater teachers indicate they are returning the following school year on the Intent to Return Form.	90% of highly effective and mater teachers indicate they are returning the following school year on the Intent to Return Form.

# Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Alliance Marc and Eva Stern Math and Science School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide qualified, content area teachers within every classroom	Provide qualified, content area teachers within every classroom	Provide qualified, content area teachers within every classroom

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$1,585,566	\$1,633,133	\$1,682,127
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers
Amount	\$371,836	\$398,236	\$418,148
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers
Amount	\$30,000	\$30,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Stipends	1000-1999 Certificated Salaries; Stipends	1000-1999 Certificated Salaries; Stipends
Amount	\$4,764	\$4,764 (repeat expenditure)	\$4,764 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Stipends	3000-3999 Employee Benefits; Stipends	3000-3999 Employee Benefits; Stipends
Amount	\$154,074	\$157,155	\$168,299
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers
Amount	\$39,247	\$40,032	\$40,833
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Provide effective instructional administrators and instructional coaches to support a safe learning environment conducive to classroom instruction.	Provide effective instructional administrators and instructional coaches to support a safe learning environment conducive to classroom instruction.	Provide effective instructional administrators and instructional coaches to support a safe learning environment conducive to classroom instruction.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
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Amount	\$318,353	\$327,903	\$337,740
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; School Leaders	1000-1999 Certificated Salaries; School Leaders	1000-1999 Certificated Salaries; School Leaders
Amount	\$73,040	\$76,692	\$80,526
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; School Leaders	3000-3999 Employee Benefits; School Leaders	3000-3999 Employee Benefits; School Leaders

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 \_\_\_\_\_

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)  
 Low Income

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
 LEA-wide

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Retain highly effective and master teachers, administrators, counselors, and support staff at the school.	Retain highly effective and master teachers, administrators, counselors, and support staff at the school.	Retain highly effective and master teachers, administrators, counselors, and support staff at the school.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
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Amount	\$621,075	\$639,707	\$658,898
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers, Administrators, Counselors	1000-1999 Certificated Salaries; Teachers, Administrators, Counselors	1000-1999 Certificated Salaries; Teachers, Administrators, Counselors
Amount	\$146,906	\$149,844	\$152,841
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers, Administrators, Counselors	3000-3999 Employee Benefits; Teachers, Administrators, Counselors	3000-3999 Employee Benefits; Teachers, Administrators, Counselors
Amount	\$87,385	\$90,006	\$92,706
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Staff	2000-2999 Classified Salaries; Classified Staff	2000-2999 Classified Salaries; Classified Staff
Amount	\$32,556	\$34,184	\$35,892
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Classified Staff	3000-3999 Employee Benefits; Classified Staff	3000-3999 Employee Benefits; Classified Staff

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Maintain classified staff focused on daily school operations.	Maintain classified staff focused on daily school operations.	Maintain classified staff focused on daily school operations.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$267,207	\$275,223	\$283,480

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Classified Staff, Overtime, Bonuses	2000-2999 Classified Salaries; Classified Staff, Overtime, Bonuses	2000-2999 Classified Salaries; Classified Staff, Overtime, Bonuses
Amount	\$98,655	\$103,588	\$108,767
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Classified Staff, Overtime, Bonuses	3000-3999 Employee Benefits; Classified Staff, Overtime, Bonuses	3000-3999 Employee Benefits; Classified Staff, Overtime, Bonuses

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 \_\_\_\_\_

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)  
 Foster Youth, Low Income

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
 LEA-wide

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Counselors provide academic and socio-emotional services.	Counselors provide academic and socio-emotional services.	Counselors provide academic and socio-emotional services.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$146,763	\$151,658	\$155,700

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Counselors	1000-1999 Certificated Salaries; Counselors	1000-1999 Certificated Salaries; Counselors
Amount	\$37,642	\$39,524	\$41,500
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Counselors	3000-3999 Employee Benefits; Counselors	3000-3999 Employee Benefits; Counselors
Amount	\$69,118	\$70,500	\$71,910
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Counselors	1000-1999 Certificated Salaries; Counselors	1000-1999 Certificated Salaries; Counselors
Amount	\$18,101	\$18,463	\$18,832
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	3000-3999 Employee Benefits; Counselors	3000-3999 Employee Benefits; Counselors	; Counselors

**Action 6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Contract credential substitute teachers for teacher absences	Contract credential substitute teachers for teacher absences	Contract credential substitute teachers for teacher absences

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$33,000	\$33,660	\$34,670



Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Substitute Teachers	5000-5999 Services and Other Operating Expenses; Substitute Teachers	5000-5999 Services and Other Operating Expenses; Substitute Teachers

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Unchanged Goal
<b>Goal 2</b>	Maintain a safe school campus that supports the development of the whole student.

<b>State and/or Local Priorities Addressed by this goal:</b>	State Priorities: 1. Basic; 5. Pupil engagement Local Priorities:
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<b>Identified Need:</b>	<p>In order to allow students to focus on their education, school operations needs to run seamlessly and focus on a number of factors:</p> <ul style="list-style-type: none"> <li>• The facilities should be maintained to ensure the building's longevity.</li> <li>• The social-emotional and behavioral needs to support the whole child's development into adulthood are addressed.</li> <li>• Students should attend classes daily in order to receive their education.</li> <li>• Food services should be provided to allow students adequate daily nutrition.</li> <li>• Opportunities to limit distraction are needed.</li> </ul>
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## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide Average Daily Attendance	95% school-wide annual average daily attendance rate	95% school-wide annual average daily attendance rate	95% school-wide annual average daily attendance rate	95% school-wide annual average daily attendance rate
Suspension rate as measured by the California School Dashboard for all students and significant subgroups	2.2% suspension rate for low-income students	1.5% or less suspension rate school-wide and for significant subgroups	1.5% or less suspension rate school-wide and for significant subgroups	1.3% or less suspension rate school-wide and for significant subgroups
Chronic absenteeism as measured by the California School Dashboard for all students and significant subgroups	Data not available as of Spring 2017	Baseline chronic absenteeism performance levels for all students and significant subgroups	8.5% or less chronic absenteeism for all students and significant subgroups.	8.3% or less chronic absenteeism for all students and significant subgroups.

# Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Alliance Marc and Eva Stern Math and Science School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
Provide adequate resources to maintain and operate the facility	Provide adequate resources to maintain and operate the facility	Provide adequate resources to maintain and operate the facility

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$34,000	\$34,780	\$35,475
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Janitorial	5000-5999 Services and Other Operating Expenses; Janitorial	5000-5999 Services and Other Operating Expenses; Janitorial
Amount	\$773,993	\$781,732	\$789,550
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Utilities, Rent, Rent Equalization	4000-4999 Books and Supplies; Utilities, Rent, Rent Equalization	5000-5999 Services and Other Operating Expenses; Utilities, Rent, Rent Equalization
Amount	\$28,000	\$28,560	\$29,131
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Office Expense	5000-5999 Services and Other Operating Expenses; Office Expense	5000-5999 Services and Other Operating Expenses; Office Expense
Amount	\$77,000	\$78,540	\$80,110
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Insurance, Taxes and Fees	5000-5999 Services and Other Operating Expenses; Insurance, Taxes and Fees	5000-5999 Services and Other Operating Expenses; Insurance, Taxes and Fees
Amount	\$40,000	\$40,800	\$41,600
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Printing, Equipment and Leases	5000-5999 Services and Other Operating Expenses; Printing, Equipment and Leases	5000-5999 Services and Other Operating Expenses; Printing, Equipment and Leases
Amount	\$46,000	\$46,920	\$47,900

Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Repairs and Maintenance	5000-5999 Services and Other Operating Expenses; Repairs and Maintenance	5000-5999 Services and Other Operating Expenses; Repairs and Maintenance
Amount	\$15,000	\$15,500	\$16,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; General Consulting, Legal	5000-5999 Services and Other Operating Expenses; General Consulting, Legal	5000-5999 Services and Other Operating Expenses; General Consulting, Legal
Amount	\$30,000	\$30,600	\$31,300
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Communications	5000-5999 Services and Other Operating Expenses; Communications	5000-5999 Services and Other Operating Expenses; Communications
Amount	\$777,776	\$785,553	\$793,409
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Management Fees	5000-5999 Services and Other Operating Expenses; Management Fees	5000-5999 Services and Other Operating Expenses; Management Fees
Amount	\$12,500	\$12,750	\$13,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Accounting, Bank Charges	5000-5999 Services and Other Operating Expenses; Accounting, Bank Charges	5000-5999 Services and Other Operating Expenses; Accounting, Bank Charges
Amount	\$7,150	\$7,500	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Payroll Service Fee	5000-5999 Services and Other Operating Expenses; Payroll Service Fee	5000-5999 Services and Other Operating Expenses; Payroll Service Fee

Amount	\$61,900	\$62,500	\$63,200
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; District Oversight Fee	5000-5999 Services and Other Operating Expenses; District Oversight Fee	5000-5999 Services and Other Operating Expenses; District Oversight Fee
Amount	\$11,000	\$11,200	\$11,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; LACOE Fees	5000-5999 Services and Other Operating Expenses; LACOE Fees	5000-5999 Services and Other Operating Expenses; LACOE Fees
Amount	\$71,808	\$73,808	\$75,808
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	7000-7499 Other; SELPA Fees	7000-7499 Other; SELPA Fees	7000-7499 Other; SELPA Fees
Amount	\$49,000	\$49,980	\$50,980
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Transportation, Auto and Travel	5000-5999 Services and Other Operating Expenses; Transportation, Auto and Travel	5000-5999 Services and Other Operating Expenses; Transportation, Auto and Travel
Amount	\$6,000	\$6,250	\$6,500
Source	LCFF	Teacher Effectiveness	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Dues and Membership	5000-5999 Services and Other Operating Expenses; Dues and Membership	5000-5999 Services and Other Operating Expenses; Dues and Membership

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Modified Action
Continue school and community supports focused on recognition, behavior, health, and safety.	Provide student supports focused on behavior, health, attendance, and safety.	Continue to provide student supports focused on behavior, health, attendance, and safety.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
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Amount	\$60,000	\$61,200	\$62,424
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Security	5000-5999 Services and Other Operating Expenses; Security	5000-5999 Services and Other Operating Expenses; Security
Amount	\$392,365	\$392,365	\$392,365
Source	LCFF	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses; Business Meals, Food Services	5000-5999 Services and Other Operating Expenses; Business Meals, Food Services	5000-5999 Services and Other Operating Expenses; Business Meals, Food Services
Amount	\$68,000	\$68,000	\$68,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Uniforms	5000-5999 Services and Other Operating Expenses; Uniforms	5000-5999 Services and Other Operating Expenses; Uniforms
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Scholarships	5000-5999 Services and Other Operating Expenses; Scholarships	5000-5999 Services and Other Operating Expenses; Scholarships

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Unchanged Goal
<b>Goal 3</b>	Increase student achievement through content area curriculum and instructional supports.

<b>State and/or Local Priorities Addressed by this goal:</b>	State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access Local Priorities:
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<b>Identified Need:</b>	<p>The instructional program of Stern MASS focuses on the learning needs of students so that all can be academically successful.</p> <ul style="list-style-type: none"> <li>• Classroom instruction focuses on all students with additional scaffolds for significant subgroups.</li> <li>• The Master Schedule provides open access to a variety of classes.</li> <li>• Tutoring, resources, and instructional material conducive to learning are available.</li> <li>• Stakeholders are engaged in the learning process to provide continual support for students.</li> <li>• Teachers receive consistent professional development opportunities and pedagogical support.</li> </ul>
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### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of all students and significant subgroups meeting or exceeding standards on CAASPP SBAC English Language Arts	2016 SBAC ELA percent of students meeting or exceeding standards <ul style="list-style-type: none"> <li>• All students: 79%</li> <li>• Socioeconomically Disadvantaged: 78%</li> <li>• Hispanic: 79%</li> <li>• Females: 76%</li> <li>• Males: 81%</li> </ul>	2018 SBAC ELA percent of students meeting or exceeding standards <ul style="list-style-type: none"> <li>• All students: 80%</li> <li>• Socioeconomically Disadvantaged: 79%</li> <li>• Hispanic: 80%</li> <li>• Females: 77%</li> <li>• Males: 82%</li> </ul>	2019 SBAC ELA Scaled Score Distance from 3 <ul style="list-style-type: none"> <li>• 65 points above level 3 for all students and significant subgroups</li> </ul>	2020 SBAC ELA Scaled Score Distance from 3 <ul style="list-style-type: none"> <li>• 70 points above level 3 for all students and significant subgroups</li> </ul>
% of all students and significant subgroups meeting or exceeding standards on CAASPP	2016 SBAC Math percent of students meeting or exceeding standards	2018 SBAC ELA percent of students meeting or exceeding standards	2019 SBAC Math Scaled Score Distance from 3 <ul style="list-style-type: none"> <li>• 18 points below</li> </ul>	2020 SBAC Math Scaled Score Distance from 3 <ul style="list-style-type: none"> <li>• 23 points below</li> </ul>

SBAC Math	<ul style="list-style-type: none"> <li>• All students: 34%</li> <li>• Socioeconomically Disadvantaged: 36%</li> <li>• Hispanic: 35%</li> </ul>	<ul style="list-style-type: none"> <li>• All students: 35%</li> <li>• Socioeconomically Disadvantaged: 37%</li> <li>• Hispanic: 36%</li> </ul>	level 3 for all students and significant subgroups	level 3 for all students and significant subgroups
English Learner performance levels	57% of English Learners increased at least one overall performance level or had an overall score of a 4 or 5 on the CELDT	58% of English Learners who increase at least one overall performance level on the CELDT/ELPAC, score an overall score of a 4 or 5 on the CELDT, or score a 3 or 4 on the ELPAC	Establish a baseline score for ELPAC assessment.	Baseline + 3% for ELPAC assessment.
Seniors completing A-G requirements	96% of seniors in the 2013-2014 graduating cohort completed A-G requirements	95% of seniors completed A-G requirements	72% of graduating seniors are college and career ready as measured by the California School Dashboard.	75% of graduating seniors are college and career ready as measured by the California School Dashboard.

# Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Alliance Marc and Eva Stern Math and Science School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Master Schedule has UC/CSU "a-g" and College Board approved courses	Instructional program allows and facilitates student access to vertically-aligned college preparatory, intervention, honors, and Advanced Placement courses and curriculum.	Instructional program allows and facilitates student access to vertically-aligned college preparatory, intervention, honors, and Advanced Placement courses and curriculum.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$63,000	\$65,000	\$68,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; College Prep	4000-4999 Books and Supplies; College Prep	4000-4999 Books and Supplies; College Prep

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 Students with Disabilities

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
Students with learning disabilities and health impairments receive services as stated on their IEP or 504 Plan.	Students with learning disabilities and health impairments receive services as stated on their IEP or 504 Plan.	Students with learning disabilities and health impairments receive services as stated on their IEP or 504 Plan.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
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Amount	\$235,583	\$240,295	\$245,101
Source	Other Federal Funds	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers
Amount	\$59,625	\$60,818	\$62,034
Source	Other Federal Funds	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers
Amount	\$185,000	\$188,700	\$192,475
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	5000-5999 Services and Other Operating Expenses; Special Education	5000-5999 Services and Other Operating Expenses; Special Education	5000-5999 Services and Other Operating Expenses; Special Education

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 \_\_\_\_\_

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)  
 English Learners

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
 LEA-wide

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
English Learners receive instructional supports to acquire language acquisition.	English Learners receive instructional supports for language acquisition.	English Learners receive instructional supports for language acquisition.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$40,229	\$42,265	\$43,110



Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Instructional Aides	2000-2999 Classified Salaries; Instructional Aides	2000-2999 Classified Salaries; Instructional Aides
Amount	\$10,366	\$10,885	\$11,430
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Instructional Aides	3000-3999 Employee Benefits; Instructional Aides	3000-3999 Employee Benefits; Instructional Aides

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Instructional program provides academic intervention and enrichment services for at-risk students.	Instructional program provides academic intervention and enrichment services for at-risk students.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$112,064 (repeat expenditure)	\$114,305 (repeat expenditure)	\$116,591 (repeat expenditure)

Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers	1000-1999 Certificated Salaries; Teachers
Amount	\$57,289	\$58,435 (repeat expenditure)	\$58,435 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers	3000-3999 Employee Benefits; Teachers

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

Low Income

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Action	New Action	Unchanged Action
	Professional development opportunities for school-wide, vertical, and horizontal instructional alignment.	Professional development opportunities for school-wide, vertical, and horizontal instructional alignment.

	(Select from New Goal, Modified Goal, or Unchanged Goal)
	Unchanged Goal
<b>Goal 4</b>	Increase preparation for students to be college and career ready.

<b>State and/or Local Priorities Addressed by this goal:</b>	State Priorities: 3. Parent involvement; 6. School climate; 7. Course access; 8. Other pupil outcomes Local Priorities:
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<b>Identified Need:</b>	<p>As a college-ready school, we want students to not just graduate from high school and be accepted to a 2 or 4-year college/university, we want our Titans to earn their B.A. or B.S. within 5 years. In order to do that, we need to provide an educationally rich learning experience that prepares students for the rigor of higher education.</p> <ul style="list-style-type: none"> <li>• Academic progress monitoring towards graduation and college entrance requirements are continually monitored by stakeholders.</li> <li>• Professional development is provided to staff so they stay current with college expectations.</li> <li>• Students and parents are immersed within a college going culture.</li> <li>• Students practice the "soft skills" needed for college and career success to develop resiliency and self-advocacy needed as adults.</li> <li>• On-going alumni communication provides feedback towards Stern MASS program to determine whether our school provided a foundation towards college success.</li> </ul>
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### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates for all students and significant subgroups as measured on the California School Dashboard	95% graduation rate school-wide and by significant subgroups	95% graduation rate school-wide and by significant subgroups	95% graduation rate school-wide and by significant subgroups	95% graduation rate school-wide and by significant subgroups
Advanced Placement Pass Rates	57% of all students passed at least one AP exam	60% of all students and significant subgroup who passed at least 1 AP exam	65% of all students and significant subgroup who passed at least 1 AP exam	68% of all students and significant subgroup who passed at least 1 AP exam
Parent engagement opportunities	4% of families participated in at least 10	25% of families participated in at least 10	10% of families participated in at least 10	15% of families participated in at least 10

	parent engagement opportunities	parent engagement opportunities	parent engagement opportunities	parent engagement opportunities
Parent School Satisfaction Survey Overall Satisfaction	3.55 was the overall average score of parents feeling satisfied with the education their child receives at the school based on the 2015-2016 Parent Satisfaction Survey	3.0 overall average score of parents feeling satisfied with the education their child receives at the school	3.1 overall average score of parents feeling satisfied with the education their child receives at the school	3.2 overall average score of parents feeling satisfied with the education their child receives at the school
Student School Satisfaction Survey Overall Satisfaction	3.29 was the overall grade students would give the school based on the 2015-2016 Student Satisfaction Survey	3.0 overall grade students would give the school	3.1 overall grade students would give the school	3.2 overall grade students would give the school
Staff School Satisfaction Survey Overall Satisfaction	3.40 was the overall satisfaction score on the 2015-2016 Staff Satisfaction Survey	3.0 overall satisfaction score	3.1 overall satisfaction score	3.2 overall satisfaction score

# Planned Actions / Services

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Alliance Marc and Eva Stern Math and Science School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Students, parents, teachers, counselors, and administrators monitor student progress towards graduation.	Students, parents, and school staff monitor student progress towards graduation and post-secondary goals and provide academic interventions to insure student success.	Students, parents, and school staff monitor student progress towards graduation and post-secondary goals and provide academic interventions to insure student success.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$8,000	\$8,500	\$9,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Postage and shipping	5000-5999 Services and Other Operating Expenses; Postage and shipping	5000-5999 Services and Other Operating Expenses; Postage and shipping
Amount	\$12,000	\$12,000	\$12,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Equipment Leases	5000-5999 Services and Other Operating Expenses; Equipment Leases	5000-5999 Services and Other Operating Expenses; Equipment Leases



**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from All, Students with Disabilities, or Specific Student Groups)  
 All

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)  
 Specific Schools: Alliance Marc and Eva Stern Math and Science School

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**  
 (Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**  
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**  
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Modified Action	Unchanged Action
Provide meaningful involvement opportunities for all parents that support student success in becoming college and career ready.	Provide opportunities for families to support student college and career readiness.	Provide opportunities for families to support student college and career readiness.

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b>	<b>Location(s):</b>
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served:</b>	<b>Scope of Services:</b>	<b>Location(s):</b>
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Low Income	Limited to Unduplicated Student Group(s)	Specific Schools: Alliance Marc and Eva Stern Math and Science School

**Actions/Services**

<b>2017-18</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2018-19</b> Select from New Action, Modified Action, or Unchanged Action:	<b>2019-20</b> Select from New Action, Modified Action, or Unchanged Action:
Action	Unchanged Action	Unchanged Action
	Promote college awareness through college tours, informational workshops, college admissions process, etc.	Promote college awareness through college tours, informational workshops, college admissions process, etc.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:	Percentage to Increase or Improve Services:
\$1,532,724	30.00%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The following improvements were made based on the actions and services geared towards unduplicated student groups:

**Goal 1: All students are supported by highly effective teachers, counselors, administrators, and support staff.**

**Action 3: Retain highly effective and master teachers, administrators, counselors, and support staff at the school.**  
 Only one of our highly effective or master teachers has indicated that they will not be returning next year. Being able to use supplemental funds for salary increases has helped to retain these teachers, as well as provide incentives for growth in pedagogy.

**Action 5: Counselors provide academic and socio-emotional services.**  
 Our current ability to hold four counselors on staff has been instrumental in providing a high level of support for our disadvantaged student body. Using supplemental funds to maintain a high counselor to student ratio allows us to provide effective social-emotional support for our at-risk students, while also providing the academic and college counseling that is so necessary for our first-generation college students. In addition to this, one of our counselors is credentialed to provide counseling minutes to our students with IEPs. This allows us to provide more focused support to these students as well, who are historically overrepresented within the populations we serve.

**Goal 3: Increase student achievement through content area curriculum and instructional supports.**

**Action 3: English Learners receive instructional supports for language acquisition.**  
 At Stern MASS we have achieved very high redesignation rates for our EL students due to our school-wide focus on literacy, professional development of faculty, and implementation of new ELD and SDAIE curriculum. All this has been made possible through the use of supplemental funds. We have used these funds to implement an ELD 2/3 class, as well as dual-enroll SDAIE sections of English. We have also focused on literacy training through school-wide professional development and continued to implement Reading Apprenticeship strategies. This has allowed us to provide supports necessary not just to our EL students, but to continue to provide supports to these RFEP students, pushing them towards grade-level literacy skills.

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$1,103,000

25.00%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

The following improvements were made based on the actions and services geared towards unduplicated student groups:

**Goal 3: Increase student achievement through content area curriculum and instructional support.**

**Action 7: Continue weekly office hours for students to gain additional tutoring and support from teachers and counselors.**

At the end of Spring 2017, 15% of students had 1 NP, 7% had 2 NP's, and 6% had 3 or more NP's. A total of 28% of students had an NP . By providing weekly office hours for students by all teachers and counselors, based on the Fall 2017 report card, 14% of students had 1 NP, 6% of have 2 or more NPs, and 4% have 3 or more NP's. That is a total of 24% of students had at least 1 NP. Although there was a decrease in students who did not pass a class and a decrease amount of students who had 3 or more NP's, additional focus needs to be met in these areas.

**Goal 1: All students are supported by highly effective teachers, counselors, administrators, and staff.**

**Action 3: Retain highly effective teachers in classrooms.**

97% of our highly effective and master teachers have indicated they will be returning for the following school year. Being able to use supplemental funds for salary increases has helped to retain these teachers as neighboring district schools have a higher salary schedule.

**Goal 3: Increase student achievement through content area curriculum and instructional support.**

**Action 2: Master Schedule contains intervention courses for at-risk students.**

By focusing on the Master Schedule and the achievement of at-risk students, we were able to open a number of classes targeted to support these students. Resource Lab classes were made available for students with learning disabilities to take as their grade level elective. Their resource teacher taught the class and was able to pre-teach standards and content material for English and math courses. English Learners scoring levels 1-2 were assigned an English Language Development course to further teach language acquisition. Students in grades 9 with low performance scores on their math or English diagnostic exams were double blocked in math and/or English to provide additional supports. Teacher grades indicate these students are performing better based on course grades.

## Expenditure Summary

Expenditures by Budget Category			
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2019
All Budget Categories	\$8,141,063	\$7,750,270	\$7,663,439
1000-1999 Certificated Salaries	3,272,596	3,176,593	3,349,775
2000-2999 Classified Salaries	459,301	412,951	419,296
3000-3999 Employee Benefits	975,422	1,052,750	951,971
4000-4999 Books and Supplies	256,000	435,012	68,000
5000-5999 Services and Other Operating Expenses	3,105,936	2,672,964	2,798,589
7000-7499 Other	71,808	0	75,808

Expenditures by Funding Source			
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2019
All Funding Sources	\$8,141,063	\$7,750,270	\$7,663,439
Teacher Effectiveness	0	0	0
Other State Revenues	0	0	307,135
Federal Revenues - Title I	280,540	275,331	281,042
Federal Revenues - Title II	10,000	0	0
Other Federal Funds	552,016	756,401	660,648
LCFF Base/Not Contributing to Increased or Improved Services	5,859,357	5,384,492	5,222,537
LCFF S & C/Contributing to Increased or Improved Services	1,439,150	1,334,046	1,192,077

Expenditures by Budget Category and Funding Source

Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2019	
All Budget Categories	All Funding Sources	\$8,141,063	\$7,750,270	\$7,496,509	\$7,663,439
1000-1999 Certificated Salaries	Other State Revenues	0	0	240,295	245,101
1000-1999 Certificated Salaries	Federal Revenues - Title I	223,192	216,197	227,655	240,209
1000-1999 Certificated Salaries	Other Federal Funds	235,583	218,677	0	0
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,933,919	1,836,917	1,991,036	2,049,867
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	879,902	904,802	791,365	814,598
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	267,207	312,407	275,223	283,480
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	192,094	100,544	132,271	135,816
3000-3999 Employee Benefits	Other State Revenues	0	0	60,818	62,034
3000-3999 Employee Benefits	Federal Revenues - Title I	57,348	59,134	58,495	40,833
3000-3999 Employee Benefits	Other Federal Funds	59,625	59,812	0	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	548,295	641,550	578,516	607,441
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	310,154	292,254	234,437	241,663

4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	229,000	398,566	846,732	68,000
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	27,000	36,446	0	0
5000-5999 Services and Other Operating Expenses	Teacher Effectiveness	0	0	6,250	0
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	10,000	0	0	0
5000-5999 Services and Other Operating Expenses	Other Federal Funds	185,000	477,912	581,065	584,840
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	2,880,936	2,195,052	1,398,543	2,213,749
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	30,000	0	0	0
7000-7499 Other	Other Federal Funds	71,808	0	73,808	75,808

#### Expenditures by Goal and Funding Source

Funding Source	2019	
All students are supported by highly effective teachers, counselors, administrators, and support staff.		
All Funding Sources	\$4,269,508	\$4,394,037
Federal Revenues - Title I	286,150	281,042
LCFF Base/Not Contributing to Increased or Improved Services	2,878,435	2,975,458
LCFF S & C/Contributing to Increased or Improved Services	1,104,923	1,137,537
Maintain a safe school campus that supports the development of the whole student.		
All Funding Sources	\$2,598,538	\$2,626,252
Teacher Effectiveness	6,250	0

Other Federal Funds	466,173	468,173
LCFF Base/Not Contributing to Increased or Improved Services	2,126,115	2,158,079
Increase student achievement through content area curriculum and instructional supports.		
All Funding Sources	\$607,963	\$622,150
Other State Revenues	301,113	307,135
Other Federal Funds	188,700	192,475
LCFF Base/Not Contributing to Increased or Improved Services	65,000	68,000
LCFF S & C/Contributing to Increased or Improved Services	53,150	54,540
Increase preparation for students to be college and career ready.		
All Funding Sources	\$20,500	\$21,000
LCFF Base/Not Contributing to Increased or Improved Services	20,500	21,000

Annual Update Expenditures by Goal and Funding Source

Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual
All students are supported by highly effective teachers, counselors, administrators, and support staff.		
All Funding Sources	\$4,135,288	\$4,370,219
Federal Revenues - Title I	280,540	275,331
LCFF Base/Not Contributing to Increased or Improved Services	2,782,421	2,848,471
LCFF S & C/Contributing to Increased or Improved Services	1,072,327	1,246,417
Maintain a safe school campus that supports the development of the whole student.		
All Funding Sources	\$2,571,492	\$2,432,025
Other Federal Funds	71,808	294,570



LCFF Base/Not Contributing to Increased or Improved Services	2,499,684	2,137,455
Increase student achievement through content area curriculum and instructional supports.		
All Funding Sources	\$1,284,283	\$833,128
Federal Revenues - Title II	10,000	0
Other Federal Funds	480,208	461,831
LCFF Base/Not Contributing to Increased or Improved Services	454,252	304,970
LCFF S & C/Contributing to Increased or Improved Services	339,823	66,327
Increase preparation for students to be college and career ready.		
All Funding Sources	\$150,000	\$114,898
LCFF Base/Not Contributing to Increased or Improved Services	123,000	93,596
LCFF S & C/Contributing to Increased or Improved Services	27,000	21,302

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