2	017 - 2018 LAS Plan					
District Name:	San Saba	ISD				
District LAS Contact (primary):						
Email:						
Phone:						
	Weighting Overview					
Local / St	ate Weighting (%)					
Allowable range = 1% - 50%	Local Accountability System	10%				
Allowable range = 50% - 99%	State Accountability System	90%				
When added together, the weighting should equal 100%	Local / State Total	100%				
Domair	1	Weighting (%)				
	Academics	0				
If the plan includes 2 or more domains, the	Culture & Climate	0				
weighting range for each domain is 20% -	Extra / Co-Curricular	100%				
60%.	Future-Ready Learning	0				
Pending TEA approval, some components	LD 1	0				
may be categorized into one of four locally-	LD 2*	0				
developed (LD) domains.	LD 3*	0				
	LD 4*	0				
When added together, the weight of the LAS Domains should equal 100%	Total of LAS Domains	100%				
C	Component Summary*					
Districts may use this space to create a master list of all components organized by domain for quick reference. The component summary is not required for LAS Plan Submission. Within each domain, the total weight of all components should equal 100%.						
Domain Name	Component (A1, B2, etc.)	Weighting (%)				
Extra & Co Curricular	UIL Music	25				
Extra & Co Curricular	UIL Academic	25				
Extra & Co Curricular	UIL Athletics	25				
Extra & Co Curricular	Co-Curricular	25				

Campus List

Please list the names of all campuses in the district and identify which school type and, if applicable, the school group* each campus belongs to according to the district LAS Plan.

* Pending TEA approval, districts may organize selected campuses within a school type into a school group to ensure a better fit of components for those campuses.

School Name	School Type	School Group*
San Saba High School	HS	
San Saba Middle School	MS	

Domain: Extra & Co-Curricular		Component D1	Component D2	Component D3	Component D4
Provide the name of the component and the metric that will be used to evaluate it.	•	UIL Academic	UIL Music	UIL Athletics	Co-Curricluar (FCS, FFA, etc)
	School Type / School Group	HS, MS	HS, MS	HS, MS	HS, MS
	Component Weight (%)	25%	25%	25%	25%
Why has the district selected this component to spotlight in the LAS Plan? How was this component identified as a high-leverage area? Describe the relevance and utility of this component - equitable, rigorous, with emphasis on quality of impact and to the extent		extracurricular activities have the potential to be better prepared for postsecondary	extracurricular activities have the potential to be better prepared for postsecondary	•	Research shows that students involved in extracurricular activities have the potential to be better prepared for postsecondary opportunities.
` '	Data	participation were collected for students in	participation were collected for students in	Rosters from the previous three years of participation were collected for students in grades 5th-12th.	Rosters from the previous three years of participation were collected for students in grades 5th-12th.
, ,	Collection and Analysis	weeks. Students will be counted for accountablity as invovled if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.	six-weeks. Students will be counted for accountablity as invovled if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.	weeks. Students will be counted for accountablity as invovled if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.	Rosters of students will be collected each sixweeks. Students will be counted for accountablity as invovled if they have documentation providing they were active participant and were involved in an event outside of a normal schedules. Participating in a UIL event would be acceptable.
Describe the processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.	• • • • • • • • • • • • • • • • • • • •	Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable		Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable	Documentation by sponsor and validated by campus administration would be tracked at the end of the year (April 2019). Auditable

Domain: Extra & Co-Curricular	Component D1	Component D2	Component D3	Component D4
Describe the scaling process to be used Scaling Process	Information was taken from comparing	. •	Information was taken from comparing	Information was taken from comparing
for this component.	participation numbers for the previous three	participation numbers for the previous three	1	participation numbers for the previous three
	years: Middle School 40%=90 (A); 35%=80 (B);		* *	years: Middle School: 30%=90 (A); 25%=80
	· /· · · · · · ·	()		(B); 20%=70 (C); 15%-60 (D); High school:
	=90 (A); 30%=80 (B); 25% = 70 (C); 20%=60			30%=90 (A); 25%=80 (B); 20%=70 (C);
	(D); District 35%=90 (A); 30%=80 (B);		40%=60 (D); District 50%=90 (A); 45%=80	15%=60 (D); District: 30%=90 (A); 25%=80
	25%=70 (C); 20%=60 (D);	(B); 20%=70 (C); 15%=60 (D)	(B);40%=C; 35%=60 (D);	(B); 20%=70 (C); 15%=60 (D)
	Information was taken from comparing			
	participation numbers for the previous three			
	years: Middle School 40%=90 (A); 35%=80 (B);	years: Middle School: 30%=90 (A); 25%=80	years: Middle School 40%=90 (A); 35%=80	years: Middle School: 30%=90 (A); 25%=80
	30%-70 (C); 25%=60 (D); High School 35%	(B); 20%=70 (C); 15%-60 (D); High school:	(B); 30%=70 (C); 25%=60 (D); High School:	(B); 20%=70 (C); 15%-60 (D); High school:
	=90 (A); 30%=80 (B); 25% = 70 (C); 20%=60	30%=90 (A); 25%=80 (B); 20%=70 (C);	55%=90 (A); 50%=80 (B);45%=70 (C);	30%=90 (A); 25%=80 (B); 20%=70 (C);
	(D); District 35%=90 (A); 30%=80 (B);	15%=60 (D); District: 30%=90 (A); 25%=80	40%=60 (D); District 50%=90 (A); 45%=80	15%=60 (D); District: 30%=90 (A); 25%=80
	25%=70 (C); 20%=60 (D);	(B); 20%=70 (C); 15%=60 (D)	(B);40%=C; 35%=60 (D);	(B); 20%=70 (C); 15%=60 (D)