

# 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

Mountain View Los Altos High School District

Contact Name  
and Title

Jeff Harding, Superintendent

Email and  
Phone

[Jeff.harding@mvla.net](mailto:Jeff.harding@mvla.net) (650) 940-4650

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Mountain View Los Altos High School District is a comprehensive public high school district (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. MVLA consists of two high schools, a continuation high school and a number of alternative programs. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills and Mountain View as well as low-income housing sections of Mountain View. Newsweek ranked LAHS and MVHS among the top 1% of high schools nationwide. Enrollment of 4,000+ students in the district includes 43% Caucasian, 26% Hispanic-Latino, 25% Asian and 6% other (October 2016, CBEDS Day). All three of our schools are accredited by the Western Association of Schools and Colleges (WASC) and typically receive full six year accreditations.

As a district, we value a learning environment in which students and staff work together in a spirit of unity and mutual respect. We are committed to the process of continuous learning and the application of knowledge. We value the diversity of our paths while promoting a community in which members have an equal opportunity to excel as people and learners.

Located in the heart of the Silicon Valley, our neighbors include technology giants Google, Apple, Adobe, Facebook, LinkedIn, Intuit, Microsoft and NASA-Ames, to name a few. As college-preparatory high schools, MVHS and LAHS respond to the community's demand for rigor, relevance and excellence by offering open access to 40+ Honors and Advanced Placement (AP) courses across the curriculum. At the same time we value emotional and mental health and we strive to help our students find balance in their busy lives.

## LCAP HIGHLIGHTS

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

MVLA provides in-depth professional development for all staff. In addition, the Instructional Support Team (IST) offers lunch workshops and additional training opportunities for teachers. Several innovative practices have been put in place to bolster support in math. These include the IST providing strategic support to teachers, support classes for struggling students, providing two math classes for students who are at-risk of not passing their math class, and an At-Risk Counselor monitors student performance and offers mentoring, tutoring and a homework club. More content courses are accessible to EL students at levels 1-3. There was a focus on student wellness by providing opportunities for students to learn appropriate ways to handle and manage stress. Students who had been in Special Day Classes at AVHS are now integrated into regular ed classrooms and are given a Learning Skills support class.

## 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

MVLA is proud of the professional development we offer our staff, which enables staff to learn new techniques that help students to be successful. For example, the work that the Instructional Support Team does in math has contributed to 89% of all students in Algebra II getting a C or better, and 73% of ELL students do the same. The graduation rate for all students is 98% and for English Learners is 76%.

*The District's Professional Development program has become an integral part of our 'Business Plan'. See Appendix #6.*

*Similarly, the District's commitment to maintaining the integrity of the Instructional Support Team as part of our service design model ensures continued growth of academic achievement in math and other core subject areas.*

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

Although our underserved student populations of Latinos, Special Education students, English Learners, and the severely emotionally disturbed have made good progress over time, they still significantly lag behind the student population as a whole in GPA, and grades in Algebra I and II and Geometry. To assist these students, we are continuing to provide support to struggling students in math and will be adding a new summer school class – Algebra II Boot Camp. We are creating a "Circle of Care" for students identified as "school avoiders". We are also adding an Executive Functioning Component to the curriculum.

There continues to be a need to support ELL students and other underserved students in math and several actions in this year's LCAP will focus on this.

A review of our performance on certain indicators reveals disproportionality in suspensions, with an overrepresentation of special needs students and students of color being suspended, compared to White and Asian students. Overall suspension rates are much higher at LAHS than at MVHS. There is a need to better understand the reasons for these findings and it requires the identification of practices that can be effectively used as alternatives to suspension.

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?

The only area on the California School Dashboard where a student group was two or more performance levels below the "all student" performance was the suspension rate for Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and those with Two or More Races. This issue will be addressed next year in the context of general review of our attendance and discipline policies & procedures.

## **PERFORMANCE GAPS**

The District is committed to continuing our effort to reduce the performance gap between the above named student groups and Asian and White students in our district. The District has a very strong accountability system which enables teachers and administrators to monitor student performance and progress at all times. The data is reviewed at all levels, the DO, at school-wide levels, department levels, and most importantly by teachers who work in course teams under the guidance and with the support of the District's Instructional Support Team. Our Course Teams are being trained on practices that ensure that curricular and pedagogical changes are based on current student performance data.

**INCREASED OR IMPROVED SERVICES**

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.

- Offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELLs.
  - Environmental Science
  - SDAIE Econ/Civics ELL
  - Social Studies ELL
- Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students including a new summer school class, Algebra II Boot Camp.
- Create a “Circle of Care” for students identified as “school avoiders”, and address the needs of students with serious conduct disorders and those with therapeutic needs:
  - Restructure AVO(Alta Vista Opportunity Program) and AVHS (Alta Vista High School)
  - Family Engagement, e.g., contract with PIQE and the Family Engagement Institute at Foothill College
  - Add a bilingual therapist with training in Behavior Management
  - Review and improve the district’s attendance policy

**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	\$ 86,447,135
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 3,857,400

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.

General fund dollars, not accounted for in the LCAP represent the bulk of the district's expenditures for salaries and operating expenses.

\$ 37,565,188	Total Projected LCFF Revenues for LCAP Year
---------------	---

## Goal 1

All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers, in 21st Century Classrooms, in safe, clean, ergonomically correct, and welcoming facilities.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2  3 x 4  5 x 6  7 x 8

COE  9  10

LOCAL \_N/A\_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

100% of teachers will be fully credentialed and assigned to teach in areas of their specialization.

100% of teachers will participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD.

Instruction will focus on:

- Critical Thinking, reading and writing
- Problem solving
- Collaboration and teamwork
- Effective communication
- Research
- Proficient use of technology

Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.

#### ACTUAL

Generally speaking, all expected outcomes for Goal #1 were met this year. For more detail on the comprehensive professional development program, please see Appendix #6, which describes the various PD options that the district provides.

Under the Leadership of our Instructional Support Team, our Assistant Principals and Principals, who are designated Instructional Leaders at their Sites and with the help of our Department Coordinators and Course Team Leaders, close attention was paid examining our curriculum and our instructional practices to make sure they are fully aligned with the Common Core, and will prepare students to master the school's Learner Outcomes as identified in each site's WASC Action Plan.

Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.

The results of the district's pilot program on the use of ergonomically correct classroom furniture will be used to determine next steps.

## ACTIONS / SERVICES

Action

1

### PLANNED

Professional Development:

- Curriculum Institute
- Instructional Support Team
- Six days of annual site-level PD
- 187th Day
- Professional Improvement Grants
- Course Team Workshops

### ACTUAL

The District supports professional development with Curriculum Institute dollars. Actual grants are approved by the District and cover a myriad of professional development opportunities for teachers, including in-house collaboration and workshops and external conferences.

The IST team offers lunch workshops, Google Boot Camp and the Learning Palooza for staff to gain greater knowledge and hands-on experience.

Counselors have visited several colleges across the United States and abroad.

#### Mountain View High School (MVHS):

- Course Team Retreat Days Alg 1 and Geometry
- Counselors have visited several colleges across the United States and abroad.

#### Los Altos High School (LAHS):

- This year many course teams have applied for day-long retreats to work on curriculum development and the alignment of instruction and assessments.
- IST Team supports individual teachers in their efforts of aligning the curriculum, instructional practices and assessments within course teams.

#### Alta Vista High School (AVHS):

Actions/Services

Expenditures

	<ul style="list-style-type: none"> <li>All AVHS teachers are highly qualified and fully credentialed in the areas in which they teach.</li> <li>English, math and social studies are aligned to the CC and science is moving towards alignment with the NGSS.</li> <li>Our campus is just 11 years old, but still looks new.</li> </ul>
<p><b>BUDGETED</b></p> <p>1000-1999: Certificated Personnel Salaries \$100,000 – Compensation for work outside the school day and for substitutes</p> <p>\$200,000 – Cost of a 187th Day in the school calendar</p> <p>\$350,000 – Professional Practice Fund</p> <p>\$450,000 – IST Team Salaries and Benefits:</p> <p>3000-3999: Employee Benefits \$200,000</p> <p>5000-5999: Conference Attendance and Travel Cost \$100,000 – Costs associated with staff attending workshops and conferences hosted by professional organizations</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>1000-1999: Certificated Personnel Salaries \$100,000</p> <p>\$200,000</p> <p>\$350,000</p> <p>\$450,000</p> <p>3000-3999: Employee Benefits \$200,000</p> <p>5000-5999: Conference Attendance and Travel Cost \$100,000</p>

Action

2

Actions/Services

<p><b>PLANNED</b></p> <p>Pilot program on the use of ergonomically correct classroom furniture.</p>	<p><b>ACTUAL</b></p> <p>Funds were allocated for four (math, science, English &amp; social studies) different curricular areas to pilot furniture to best meet the needs of their specific learning setting.</p> <p>At AVHS, most classrooms have upgraded furniture. One of the rooms has new furniture from the pilot, while another is just awaiting arrival of ordered furniture.</p>
---	---

Expenditures	<b>BUDGETED</b> 4000-4999: Books and Supplies \$100,000 for Classroom chairs, desks and other related furniture and equipment	<b>ESTIMATED ACTUAL</b> 4000-4999: Books and Supplies \$100,000 for Classroom chairs, desks and other related furniture and equipment
--------------	---	---

Action **3**

Actions/Services	<b>PLANNED</b> Contract with Comcast to provide Internet Access to SED families in MV at \$10/month covered by the district.	<b>ACTUAL</b> The district negotiated this agreement with Comcast. Fewer families than expected took advantage of this opportunity. At MVHS specific families took advantage of this program with help from the Bilingual liaison and Business Services in the District Office. At LAHS a handful of LAHS families took advantage of this program so that their students could better participate in our online learning curriculum and use of our BYOD program.
------------------	---	---

Expenditures	<b>BUDGETED</b> 5000-5999: Contracted Services \$25,000 - Contract with Comcast to provide Internet Access to low-income families.	<b>ESTIMATED ACTUAL</b> 5000-5999: Contracted Services \$25,000
--------------	--	---

Action **4**

Actions/Services	<b>PLANNED</b> Annual Chromebook Refreshment	<b>ACTUAL</b> We are replacing damaged Chromebooks on an annual basis at all three schools. This allows for full participation of all students and staff in our online curriculum and in other learning activities.
------------------	---	--

Expenditures	<b>BUDGETED</b> 4000-4999: Books and Supplies \$140,000 – Chromebooks to refresh current inventory and accommodate student growth	<b>ESTIMATED ACTUAL</b> 4000-4999: Books and Supplies \$140,000
--------------	---	---

## ANALYSIS

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.	Overall, all of the actions and services for this goal have been successfully implemented. A larger percentage of funds in Goal 1 went into professional development, which can have the greatest impact on student learning.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	100% of teachers are fully credentialed and assigned to teach in areas of their specialization. 100% of teachers participated in Professional Developmental activities as outlined in the goal. Every student has access to a device.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between Budgeted Expenditures and Estimated Actual Expenses.
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.	No changes were made to this goal, expected outcomes, metrics or actions and services to achieve this goal.

## Goal 2

**Improve the performance of ALL students in math (Algebra I and II and Geometry) with the specific goal of increasing the rate of students who complete Algebra II with a C or better by the time they complete their senior year to 90%.**

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 x 3 x 4  5  6  7  8

COE  9  10

LOCAL   N/A  

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Students will experience teaching and learning that is based on best practices in the field.

Teachers will be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.

Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.

District-wide, student performance is expected to continue to improve as measured by the new SBAC assessment.

The % of students completing Alg II with a C or better is expected to rise every year. By 2018-19, 90% of all students are expected to reach this goal.

Grades are going to improve in all math classes, reported by course GPA.

The number of D's and F's earned in Algebra I and II are going to be reduced.

#### ACTUAL

Generally speaking, progress was made in the achievement of the Expected Annual Outcomes. However, student performance results on many indicators are more mixed. Overall, achievement is strong, but when dis-aggregated, the achievement gap between White/Asian and underserved Latino students, especially those who are also ELs, SPED, or SED, still exists.

The quality of instruction and the consistency across course teams has improved significantly, due to our strong Professional Development program and the work of the Instructional Support Team.

All students experience learning in the context of the Common Core, and the acquisition of 21<sup>st</sup> Century skills are stressed in all subject areas.

88.5% of all students, district-wide complete Algebra II with a C or better. We are very close to reaching our goal for 2018-19. Grades in math classes continue to fluctuate. There is no significant, consistent improvement in 1<sup>st</sup> semester grades in math.

Algebra I grades for 9<sup>th</sup> graders show improvement at both schools. The number of Ds and Fs in Algebra II has increased slightly at both schools.

ACTIONS / SERVICES

Action

1

Actions/Services

**PLANNED**  
 Recognize and celebrate student achievement in math at events throughout the year, e.g., Latino Awards Assembly, Senior Awards, Graduation, Golden State Merit Diploma, Certificates of Merit issued to students who achieve certain benchmarks.

**ACTUAL**  
 Each year, MVHS and LAHS recognize and celebrate student achievement in math at events throughout the year, e.g., Latino Awards Assembly, Senior Awards, Graduation, Golden State Merit Diploma, Certificates of Merit.  
  
 AVHS utilizes the Accelerated Math Program (AMP) which gives immediate feedback to students. Each test that is passed by a student is celebrated in class. Quarterly awards assembly.

Expenditures

**BUDGETED**  
 5000-5999: Services and Other Operating Expenditures  
 \$20,000 to support Latino Awards Assemblies and Latino Summit

**ESTIMATED ACTUAL**  
 5000-5999: Services and Other Operating Expenditures  
 \$20,000

Action

2

Actions/Services

**PLANNED**  
 Professional Development:

- Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district’s math coach .
- IST coach develops model lessons and SBAC-related practice items and makes these available through a ‘math blog’.
- IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes.
- IST coach works with Course Teams on the integration of technology, aligning instruction

**ACTUAL**  
 See attached appendix #1a visual representation of the district’s PD program and appendix 1b the Pyramid Visual, which represents district and board goals and shows progress toward meeting the targets set for student performance on Board-adopted Indicators.  
  
 The district’s Instructional Support Team (IST) has visited AVHS math classroom on a number of occasions.

with Common Core principles, and the effective use of instructional materials.

- IST coach in partnership with teachers across our district and math coaches from our feeder districts, develops and implements common finals in algebra and geometry, given to all 8th graders and all high school students enrolled in these classes.

**BUDGETED**

1000-1999: Certificated Personnel Salaries - \$150,000 - Math Coach, a member of the Instructional Support Team (IST), provides strategic support to teachers and coaches them on best practices to help students develop the depth of knowledge required under the Common Core.

3000-3999: Employee Benefits  
\$37,500

5000-5999: Services and other Operating Expenditures  
\$50,000 – Math Teachers attending Conferences and Workshops sponsored by professional organizations

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries - \$150,000

3000-3999: Employee Benefits  
\$37,500

5000-5999: Services and other Operating Expenditures  
\$50,000

Expenditures

Action

3

**PLANNED**

Pilot new textbook and the use of other online instructional resources in Algebra.

**ACTUAL**

This year, the Algebra course team included online instructional resources in their classes to better prepare students for SBAC testing and Common Core activities.

AVHS utilizes the Accelerated Math Program (AMP) which gives immediate feedback to students.

Actions/Services

Expenditures

**BUDGETED**  
 4000-4999: Books and Supplies  
 \$50,000 - Houghton Mifflin Harcourt: Algebra I  
 Textbook

**ESTIMATED ACTUAL**  
 4000-4999: Books and Supplies  
 \$50,000

Action

4

Actions/Services

**PLANNED**  
 Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students.

**ACTUAL**  
 Summer School provided support for students who struggled in completing various course during the school year. There were a few course offerings, specifically in Algebra and Geometry, for acceleration.

During second semester, we provided extended library hours with teacher tutors to help students.

MVHS continues to offer support classes in mathematics in a variety of areas (eg. Math Mastery, Alg 1 Enhanced, Alg 2 Enhanced, and a pilot of with a combination of Geom & Alg 2).

LAHS offers support classes that continue to serve as a useful intervention to help struggling students master skills that are necessary to succeed in our demanding college prep classes.

AVHS classes are designed for the struggling math student since most of our students are at risk academically. Summer school is always an option for our students. The math team (2 teachers and an IA) meet regularly to work on the best way to meet the varied math needs of our students. SpEd teacher, students, use same curriculum and model, but in a smaller classroom setting- also with an IA.

Expenditures

**BUDGETED**  
 1000-1999: Certificated Personnel  
 \$250,000 -Staffing cost associated with ten sections required to provide two math classes for students who are skill deficient and at risk of not passing their math class

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Personnel  
 \$250,000

\$50,000 - Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry

\$280,000 – At Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students

3000-3099: Employee Benefits  
\$145,000

\$50,000

\$280,000

3000-3099: Employee Benefits  
\$145,000

Action **5**

Actions/Services

**PLANNED**

Continue to reduce Class Sizes in math classes at the freshman level to make learning more interactive and to provide more personalized support for students.

**ACTUAL**

Thanks to the MVLA Foundation, we have been able to continue to offer 9th grade Math and English classes with a ratio of 20:1.

At AVHS our current average math class size is 15, and it needs to be capped at 15 if we are to effectively provide such intensive, individualized, common core based math instruction to students who are on average 4 grade levels behind their peers.

Expenditures

**BUDGETED**

1000-1999: Certificated Personnel Salaries:  
\$200,000 - Additional staff to keep classes at 20:1 in math

3000-3999: Employee Benefits  
\$50,000

**ESTIMATED ACTUAL**

1000-1999: Certificated Personnel Salaries:  
\$200,000

3000-3999: Employee Benefits  
\$50,000

Actions/Services

**PLANNED**  
 Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, as well as the MDTP in algebra.

**ACTUAL**  
 Successful collaboration with our Partner Districts include the following:  
 - Inter District Writing Assessment, Grades 8-9  
 - Math Coaches meetings, 1x month  
 - Agreement on Common Alg. Assessment, Grades 8-9  
 - Agreement to replace the MDTP with SVMI Performance Tasks  
 - Agreement on Common Expectations in Algebra, Geometry, Survey Comp Lit & Biology (in progress)  
 - Tri-district science meeting  
 - Joint visits to schools with exemplary ELD programs  
 - Joint discussions to explore feasibility of adopting the same instructional program in Middle & High School

Expenditures

**BUDGETED**  
 1000-1999: Certificated Salaries  
 \$ 5,000 – Substitute Costs for teachers attending articulation meetings with Partner Districts and classroom visits across our three districts and six schools  
  
 4000-4999: Books and Supplies  
 \$5000 – Food and Meeting Supplies  
  
 5000-5999: Services and Other Operations  
 \$ 2,000 - Travel

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Salaries  
 \$ 5,000  
  
 4000-4999: Books and Supplies  
 \$5000  
  
 5000-5999: Services and Other Operations  
 \$ 2,000

ANALYSIS

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.

Overall, the actions and services have been implemented throughout the district.

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

The quality of instruction and the consistency across course teams has improved significantly, due to our strong Professional Development program and the work of the Instructional Support Team.

All students experience learning in the context of the Common Core, and the acquisition of 21<sup>st</sup> Century skills are stressed in all subject areas.

88.5% of all students, district-wide complete Algebra II with a C or better. We are very close to reaching our goal for 2018-19. Grades in math classes continue to fluctuate. There is no significant, consistent improvement in 1<sup>st</sup> semester grades in math.

Algebra I grades for 9<sup>th</sup> graders show improvement at both schools. The number of D's and F's in Algebra II has increased slightly at both schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenses.

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.

While the goal will stay the same next year, there are some additional actions that will be added. We will add a new summer school class, Algebra II Boot Camp. We will also monitor and ensure appropriate placement with incoming 9<sup>th</sup> grade students in math. These changes can be found in Goal 2 of the 2017-18 LCAP.

# Goal 3

## Improve the performance of English Language Learners on all board-adopted Indicators of Student Success

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 x 3 x 4 x 5 x 6 x 7 x 8

COE  9  10

LOCAL \_\_ N/A \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

English Language Learners will reach proficiency in English more rapidly and at greater numbers.

ELLs will be more successful in their mainstream classes measured by the grades they earn, and their performance on all board-adopted indicators of student success will improve steadily.

ELLs will have access to academic content classes as early as possible, and they will have access to high quality support programs to accelerate the acquisition of English.

SBAC testing in 2015 established new baseline data from which new annual benchmarks are developed.

ELL graduation rates will increase annually.

The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL proficiency in English is expected to reach 50% next year.

ELL participation in AP will improve. In 2013, 15 (6%) ELLs took one or more AP classes. It is expected that at least 25% ELLs will be enrolled in at least one AP class next year.

GPA for ELLs at MVHS, measured by the %age of students who earn a

#### ACTUAL

We are getting closer to meeting our expected Annual Outcomes for English Learners. The State Dashboard shows positive results for ELs in the district, on both English Proficiency and Graduation Rates. Suspension rates for ELs at LAHS are higher than expected.

Student Performance on other District Indicators shows some improvement, but it is not yet consistent across all indicators.

MVHS has added content classes in science and social science to provide Beginners access to academic content.

While EL performance on state indicators shows positive results, we are not happy with the performance of our LTELs, and in general with the time it takes for ELs to attain fluency in the English Language.

See appendix 2d for English Learner outcomes.

cumulative GPA in excess of 2.0 has grown from 76% in 2013-14 to 85% in 2014-15. We expect to increase this percentage to 90% for the 2015-16 school year.

District-wide, graduation rates for ELLs will increase from 78.9% in 2013-14 and 85.1% in 2014-15, to 87% in 2015-16, based on CDE Cohort Outcome data.

The Cohort drop-out rate for English Learners will decrease from 8.4% for ELLs in 2014-15 as reported on the CDE website, to less than 6% in 2015-16.

ACTIONS / SERVICES

Action **1**

Actions/Services

**PLANNED**  
 In addition to the new text, the department will be piloting various online support programs to accelerate the acquisition of English, e.g., Actively Learn, Newsela, Membean and Duolingo.

**ACTUAL**  
 Staff has been researching other instructional resources and is currently investigating a program called “Accelerated English” MVHS is currently using Actively Learn and Newsela in class Teachers at LAHS currently use Membean and Actively Learn

Expenditures

**BUDGETED**  
 5000-5999: Contracts and Services  
 \$42,000 - Contracts with Actively Learn, Newsela, Membean and Duolingo for Learning Platforms to improve/accelerate English Language acquisition

**ESTIMATED ACTUAL**  
 5000-5999: Contracts and Services  
 \$42,000

Action **2**

Actions/Services	<b>PLANNED</b> Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course content, skills, assessment and expectations.	<b>ACTUAL</b> Joined by our partner districts, a dozen staff members will visit Newark Junior High to see “Accelerated English” implemented in their school.
	<b>BUDGETED</b> No costs associated with this action.	<b>ESTIMATED ACTUAL</b> No costs.

Action **3**

Actions/Services	<b>PLANNED</b> Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer.	<b>ACTUAL</b> Summer school classes are available to EL students, both for credit recovery and acceleration.
	<b>BUDGETED</b> 1000-1999: Certificated Salaries \$20,000 - Summer School salaries for teachers assigned to teach classes for ELLs  2000-2999: Classified Salaries \$5,000 - Paraprofessional to assist teachers in summer school program for English Learners  3000-3999: Employee Benefits \$6,250	<b>ESTIMATED ACTUAL</b> 1000-1999: Certificated Salaries \$20,000  2000-2999: Classified Salaries \$5,000  3000-3999: Employee Benefits \$6,250

Action **4**

Actions/Services

**PLANNED**  
 Offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELL's.

In the last 2 years, MVHS has added EL courses in Social Science and Science

LAHS offers skills classes that help EL level 4 students:

- Survey Skills
- English 10
- Language Acquisition
- ERWC

Expenditures

**BUDGETED**  
 1000-1999: Certificated Salaries  
 \$75,000 – 3 sections of classes designed especially to help ELLs access content classes required for graduation

3000-3999: Employee Benefits  
 \$18,750

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Salaries  
 \$75,000

3000-3999: Employee Benefits  
 \$18,750

Action **5**

Actions/Services

**PLANNED**  
 Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed.

**ACTUAL**  
 LAHS offers skills classes that help EL level 4 students:

- Survey Skills
- English 10
- Language Acquisition
- ERWC

Expenditures

**BUDGETED**  
 1000-1999: Certificated Salaries  
 \$25,000 – 1 section of Academic Language

3000-3999: Employee Benefits  
 \$6,250

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Salaries  
 \$25,000

3000-3999: Employee Benefits  
 \$6,250

Action **6**

Actions/Services

**PLANNED**  
 Continue to engage the Latino community in the education of their children and provide parent education workshops on a variety of topics suggested by parents.

**ACTUAL**  
 Bilingual Community Liaison  
 Bilingual Support Staff in several areas around the school  
 In Partnership with Foothill College, the district has provided a series of parent engagement seminars through their FEI program.  
  
 At MVHS they held a Posada Event in December and there is interest in PIQE.  
  
 At LAHS they have sponsored LUCHA, LSU, and PIQE.  
  
 County Department of Ed sponsors Community Outreach

- Latino Summit
- Quarterly LUCHA Focused Meetings

Expenditures

**BUDGETED**  
 4000-4999: Books and Supplies  
 \$25,000 - Materials and Supplies needed to host community events  
  
 \$50,000 - Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hr weekly seminars

**ESTIMATED ACTUAL**  
 4000-4999: Books and Supplies  
 \$25,000  
  
 \$50,000

Action **7**

Actions/Services

**PLANNED**  
 Continue to celebrate the academic achievement of Latino students, especially ELL's.

**ACTUAL**  
 Latino Awards Night  
 Seal of Biliteracy

Expenditures

**BUDGETED**  
 4000-4999: Books and Supplies  
 \$25,000 - Materials and supplies needed to host student recognition events, e.g. Latino Awards, Celebrations, and Latino Summit

**ESTIMATED ACTUAL**  
 4000-4999: Books and Supplies  
 \$25,000

ANALYSIS

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.

Overall, we have implemented the actions and services as planned to support English Learners.

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

Student Performance on other District Indicators shows some improvement, but it is not yet consistent across all indicators.  
MVHS has added content classes in science and social science to provide Beginners access to academic content.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenses.

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.

While EL performance on state indicators shows positive results, we are not happy with the performance of our LTELs, and in general with the time it takes for ELs to attain fluency in the English Language. To that end, the district has been exploring and reviewing possible new programs and service delivery options. A program called "Accelerated English" was on top of our list, but after multiple visitations to schools that use this program and after a demonstration and training provided by the company, we rejected this option. Next year we will work together with our Partner district MVW, to examine a program called 'SOAR', which the Middle Schools are likely to adopt.

## Goal 4

**Achieve a better balance between striving for the highest possible academic achievement and mental and physical health and well-being by learning techniques to manage stress and by making meaningful**

**decisions that address personal and individual needs, goals and interests.**

State and/or Local Priorities Addressed by this goal:

STATE  1  2 x 3  4 x 5 x 6 x 7 x 8

COE  9  10

LOCAL   N/A  

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

Decrease the number of students with excessive absences and reduce the rate of absences for students who have been identified as school phobic.

Feedback from students, staff and parents will show a reduction in stress that students report to be experiencing.

Participation of Latino students in co-and extra-curricular activities will increase.

District Clinical Therapists will manage students with legitimate mental health needs.

Cohort graduation and dropout rates as reported on the CDE website will change as follows:

- Cohort graduation rate will increase from 95.1% in 2014-15, to 97% in 2015-16.
- Cohort dropout rate will decrease from 3.3% reported on the CDE website for 2014-15 to 3% or less in 2015-16.
- Suspension rates will drop from 1.6% 2014-15 to less than 1.5% in 2015-16.
- Expulsion rates will remain at zero percent.

**ACTUAL**

Absenteeism still is a problem that has not been effectively addressed. While our overall attendance rates as measured by state reports is comparatively high, we have a group of students with absences in excess of 15 per class in multiple classes. Our attendance policy is not enforceable as the most significant consequence for attendance violation is removal to an alternative setting. Our alternative programs are designed predominantly for students who are not doing well academically, but many of our attendance violators are college bound students, often with AP and honors classes, for whom we have no alternative programs. The district's attendance policy is scheduled to be reviewed this summer and possibly revised next year.

Much attention has been given to helping students make better choices and to learn to manage their stress. There is a general feeling that our emphasis on wellness has had positive effect on the culture of our district.

Latino participation in co-and extra curricular activities continues to increase.

- Cohort graduation rate increased to 96.4% in 2015-16.
- Cohort dropout rate decreased to 1.4 in 2015-16.
- Suspension rates dropped to 1.2% in 2015-16.
- Expulsion rates remained at zero percent.

ACTIONS / SERVICES

Action **1**

Actions/Services

**PLANNED**  
 District implements the new Homework Policy and monitors the consistent application of the provisions established in the accompanying Regulations.

**ACTUAL**  
 Homework Policy has been implemented.  
 There will be a student survey on the impact of the new Homework Policy and feedback.  
 At MVHS, the Challenge Success survey will also include Homework policy feedback.

Expenditures

**BUDGETED**  
 No costs associated with this action step.

**ESTIMATED ACTUAL**  
 No costs.

Action **2**

Actions/Services

**PLANNED**  
 School sites continue to engage their stakeholders in gathering input and feedback in an effort to determine the origin of stress and measuring our success in mitigating the impact that stress has on the mental and physical health of students and staff.

**ACTUAL**  
 District-wide there are student and staff surveys.  
 Development of the Single and Safety plans.  
 At MVHS they sponsored Challenge Success and Digital Citizenship presentations to parents in Dec and students in Feb.  
 At AVHS they used the WASC Student Survey.

Expenditures

**BUDGETED**  
 No costs associated with this action step.

**ESTIMATED ACTUAL**  
 No costs.

Action **3**

Actions/Services

**PLANNED**  
 Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance to our rigorous and competitive academic culture.

**ACTUAL**  
 Sports, Clubs, Camp Diversity  
 New Courses: SCL Class and Media Literacy  
 At MVHS, Camp Mettamorph  
 Sports added over the last 4 years:

- Lacrosse (Boys/Girls)
- Wrestling at MVHS 2017-18
- Frosh Basketball (Boys/Girls)
- Spartan Pause (PTSA)

At AVHS Leadership Activities

Expenditures

**BUDGETED**  
 1000-1999: Extra Pay for Extra Duty  
 \$5,000  
  
 2000-2999: Salaries for Coaches  
 \$20,000  
  
 3000-3999: Employee Benefits  
 \$6,250

**ESTIMATED ACTUAL**  
 1000-1999: Extra Pay for Extra Duty  
 \$5,000  
  
 2000-2999: Salaries for Coaches  
 \$20,000  
  
 3000-3999: Employee Benefits  
 \$6,250

Action

4

Actions/Services

**PLANNED**  
 Provide opportunities for students to learn appropriate ways to handle and manage stress.

**ACTUAL**  
 New Student Service Coordinator  
 Therapists  
 Attendance of several staff members at the EQ Conference  
 Challenge Success Workshop and Student Survey  
 MVHS: Spartan Pause (PTSA) and Foundation Grant  
 LAHS: CHAC Coordinator; Dr. Amy Saltzman Workshops;  
 PE Mindfulness Curriculum; Introduction of Mindfulness into classroom curriculum  
 AVHS: CHAC support; Health Van; Yoga; Dr. Amy Saltzman Workshops; Attendance of several staff members at the EQ Conference

Expenditures

**BUDGETED**  
 1000-1999: Certificated Salaries  
 \$25,000 – Costs associated with teacher training

**ESTIMATED ACTUAL**  
 1000-1999: Certificated Salaries  
 \$25,000

3000-3999: Employee Benefits \$6,250
5000-5999: Services and other Operating Expenditures \$20,000 – Contracted Services to provide Mindfulness and Growth Mindset training

3000-3999: Employee Benefits \$6,250
5000-5999: Services and other Operating Expenditures \$20,000

Action **5**

Actions/Services

<b>PLANNED</b> Continue to increase Mental Health Services on our campuses, improve compensation for Therapists, and create a functional organizational structure that ensures a more efficient delivery of services.
--

<b>ACTUAL</b> New Student Service Coordinator position at each side Therapists moved from contracts to MVLA employee status Attendance of 30+ staff members at the EQ Conference
---

Expenditures

<b>BUDGETED</b> 1000-1999/2000-2999: Certificated and Classified Salaries \$1,000,000 – for new and continuing positions to support Wellness and Mental Health - 1.0 Coordinator of Clinical Services - 2.0 Student Services Coordinator - 5.0 Licensed Therapists - 1.0 Community Services Coordinator
3000-3999: Employee Benefits \$250,000
5000-5999: Services and other Operating Expenditures \$45,000 CHAC Contract for Intern Therapists

<b>ESTIMATED ACTUAL</b> 1000-1999/2000-2999: Certificated and Classified Salaries \$1,000,000
3000-3999: Employee Benefits \$250,000
5000-5999: Services and other Operating Expenditures \$45,000

Action **6**

Actions/Services	<p><b>PLANNED</b></p> <p>Continue the work of the Wellness Committees on each campus to monitor and guide the district in improving student and staff wellness.</p>	<p><b>ACTUAL</b></p> <p>The innovation team continues to work on outreach and data collection to improve student and staff wellness. AVHS - Priority of Leadership Team</p>
Expenditures	<p><b>BUDGETED</b></p> <p>No costs associated with this action step.</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>No costs.</p>

**ANALYSIS**

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.

Overall, the actions and services in the plan have been implemented.

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

Of the expected outcomes, decreasing the number of students with excessive absences is the one outcome that has not been effectively addressed. While our overall attendance rates as measured by state reports is comparatively high, we have a group of students with absences in excess of 15 per class in multiple classes. All of the other expected outcomes have either been met or have shown progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditure and Estimated Actual Expenses.

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.

No new action planned for 2017-18. The service delivery model will remain the same as last year. Supporting the Health and Well-being of students and staff has become part of the Board's Adopted "District Goals for 2017-2022.

In 2017-18, Two Student Services Coordinator were hired; A Clinical Services Coordinator was appointed; and more Therapists were added. The services these folks are providing will continue for the next three years, and there are no new actions planned at this time.

This Goal has been eliminated from the 2-17-18 LCAP and parts of it were incorporated into Goal 1 of the 2017-18 LCAP.

## Goal 5

**A change in the service delivery model in Special Education will improve students' academic performance, reduce legal costs and unilateral placement in RTCs and NPSs, and increase student placement in the Least Restrictive Environment.**

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 x 3 x 4  5  6  7  8

COE  9  10

LOCAL \_N/A\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Academic performance for Special Ed students will improve on all board-adopted Indicators of Student Success.

Legal costs and settlement payments will decrease.

A new self-contained Behavior Program will be developed.

Co-teaching will be piloted in a limited number of courses.

There will be an improved structure in place for the identification and assignment of students in need of therapeutic services, and monitoring of the efficacy of services provided by licensed therapists and the impact these services have on student learning and wellbeing.

#### ACTUAL

Special Ed students' academic performance across all indicators has remained about the same.

There is no noticeable reduction in legal costs.

A self-contained Behavior Program is being developed and will open its doors to 12 district students in fall of 2017.

Co-teaching is being piloted in a few courses. The number of courses will be expanded next year in both schools.

More Licensed Therapists have been hired to serve our students. New software has been purchased to better track services provided to students with mental health needs. We are also improving the training our staff receives to better serve the needs of students with mental and emotional challenges.

ACTIONS / SERVICES

Action

1

Actions/Services

<p><b>PLANNED</b> Implement a Behavior Support Program at LAHS</p>	<p><b>ACTUAL</b> This has not been implemented yet.</p>
--	---

Expenditures

<p><b>BUDGETED</b> 1000-1999: Certificated Personnel Salaries \$300,000  2000-2999: Classified Salaries \$150,000 – Paraprofessionals  3000-3999: Employee Benefits \$112,500</p>	<p><b>ESTIMATED ACTUAL</b> 1000-1999: Certificated Personnel Salaries \$300,000  2000-2999: Classified Salaries \$150,000  3000-3999: Employee Benefits \$112,500</p>
---	---

Action

2

Actions/Services

<p><b>PLANNED</b> Reduce the number of SDC classes and students enrolled in these classes and increase collaboration between regular ed and special ed teachers, and pilot models that foster greater inclusion of students with disabilities in regular ed classes, e.g. pilot co-teaching model.</p>	<p><b>ACTUAL</b> Co-Teaching in Math Essentials and Health MVHS - Co-Teaching Model to be implemented in 2017-18 AVHS - SDC classes are no longer offered. All Sp Ed students are integrated into regular ed. Classrooms and are given a Learning Skills support class</p>
--	--

Expenditures

<p><b>BUDGETED</b> 1000-1999: Certificated Salaries \$200,000 - Salaries \$25,000 – Collaboration time for teachers/ training for co-teaching  3000-3999: Employee Benefits \$56,250</p>	<p><b>ESTIMATED ACTUAL</b> 1000-1999: Certificated Salaries \$200,000 \$25,000  3000-3999: Employee Benefits \$56,250</p>
--	---

Action **3**

Actions/Services	<p><b>PLANNED</b> Increase the amount of support Special Ed teachers receive from the IST Team in aligning their curriculum and instructional practices to the Common Core.</p>	<p><b>ACTUAL</b> There has been an increase of IST support, specifically in the area of math. LAHS - Interim test for the SBAC have been introduced in all Special Ed classes.</p>
Expenditures	<p><b>BUDGETED</b> No new costs associated with this action.</p>	<p><b>ESTIMATED ACTUAL</b> No costs.</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Conduct a satisfaction survey to determine student/parent perception of the quality of services provided for the purpose of illuminating areas where improvement is needed.</p>	<p><b>ACTUAL</b> Survey is currently being conducted</p>
Expenditures	<p><b>BUDGETED</b> No new costs associated with this action.</p>	<p><b>ESTIMATED ACTUAL</b> No costs.</p>

Action **5**

Actions/Services	<p><b>PLANNED</b> Work collaboratively with educators and administrators from our partner districts in creating strong programs for Special Ed students and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.</p>	<p><b>ACTUAL</b> An articulation meeting was held with both partner districts to vertical alignment in course content, skills, assessment and expectations.</p>
Expenditures	<p><b>BUDGETED</b> No new costs associated with this action.</p>	<p><b>ESTIMATED ACTUAL</b> No costs.</p>

## ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Most of the actions and services in the LCAP have been implemented, with the exception of Implementing a Behavior Support Program at LAHS.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>There are two areas where we have not seen the expected outcome: Special Ed students' academic performance across all indicators has remained about the same; and there is no noticeable reduction in legal costs.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There were no material differences between Budgeted Expenditures and Estimated Actual Expenses.</p>
<p>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.</p>	<p>A self-contained Behavior Program is being developed and will open its doors to 12 district students in fall of 2017. Co-teaching is being piloted in a few courses. The number of courses will be expanded next year in both schools.</p>

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## 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 district and the board regularly review student outcome data. In December of 2016, each high school presented a detailed performance report to the Board of Trustees with disaggregated data on fifteen board-adopted *Indicators of Student Success*. The principals and the Associate Superintendent met with various stakeholder groups over the course of the year to report student progress, and to gather input relative to the district's 'Continuous Improvement' effort, which informs the Local Control and Accountability Plan.

These stakeholder groups provided input into next year's LCAP:

MVHS/LAHS Administrators – 8 attendees: March 13, 2017 and March 3, 2017 The group affirmed continuing the existing goals, as the performance targets have not yet been reached. New Action Steps to be developed with input from other stakeholder groups.

ELAC/DELAC – 14 attendees: November 2, 2016 and May 17, 2017 The group voiced strong support for making the performance of our English Learners a priority and improve parent engagement, and student motivation.

LAHS Latino Student/Parent Summit – 63 attendees: March 4, 2017 The group discussed ways schools could support students and parents more in preparing for college. Some suggestions included workshops on colleges for parents, college application help and FAFSA help for students, and mandatory meetings between students and their counselors to discuss and complete steps for SAT, applying to colleges, scholarships, etc.

MVHS ELAC/School Site Council – 6 attendees: February 28, 2017 and March 15, 2017 The group requested additional software that supports the Common Core Standards. There is interest in learning about Accelerated English and how that could be implemented in the district. They support the extra support given in math with 2 periods of enhanced Algebra I and Algebra II. Parents are interested in a “Bridge to high school” class for all incoming 9<sup>th</sup> graders.

MVHS Parent Teacher Student Association Meeting – 14 attendees: March 15, 2017 There was strong support for wellness goal. Suggestions made to have teachers trained in different learning styles of students, and a social media curriculum/workshop for all students.

Parent Survey – 184 responses: Overall there was strong support for continuing each of the five goals in the LCAP. There was also strong support shown for the current actions and support services offered in the LCAP. Some suggestions include students receive career counseling and not just college counseling; teaching students executive functioning skills by trained staff; and less emphasis on the number of suspensions and expulsions but focus on redirecting students to other learning programs when needed.

LAHS ASB Leadership – 25 attendees: March 9, 2017 The group was very supportive of the goals and actions. They suggested adding a ‘real work finance class’ as part of the graduation requirement. They advocated for continuing actions in Goal 4 that reduce 4, including grade level assemblies about stress, college and making good decisions. There is strong interest in having a Block Schedule.

MVHS ASB Congressional Meeting – 39 attendees: March 9, 2017 The group supported the current goals and suggested increasing the number of Spanish speaking therapists.

Meeting with Bargaining Unit representatives was held on February 28, 2017

The Public Hearing was held on June 12, 2017 and the Board adopted the LCAP on June 19, 2007.

#### IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder meetings as well as the reports to the board serve the purpose of measuring progress on our goals. The findings either give us reason to celebrate or to determine what further changes we need to make in order to be achieving better results. In either case, the impact on the LCAP is profound as it informs the action steps and goals of our next LCAP. The feedback from the planning process let us know that the goals are still very valid, as they have not been met yet. There were several suggestions made regarding specific actions and services that will be added to help achieve the goals. These include adding a new Summer School class, Algebra II Boot Camp, better addressing the needs of students with serious conduct disorders, and adding an Executive Functioning component to the curriculum. These have been incorporated into the LCAP. Outcome data from last year's LCAP is provided as an attachment to this report.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

New

XX Modified

Unchanged

### Goal 1

All students will receive high quality instruction in Common Core and NGSS standards, balancing the district's interest of promoting the highest possible academic achievement with attention to mental and physical health and well-being of students and staff.

- All teachers will be highly qualified and assigned to teach in areas of their specialization
- Classrooms will be designed and/or upgraded to enable 21<sup>st</sup> Century learning in safe, clean, and ergonomically correct and welcoming facilities to occur
- Students and staff will thrive in an environment that addresses all factors that contribute to creating/maintaining/enhancing a healthy and well-balanced environment and a school climate that encourages and supports good attendance, positive behavior, and options and opportunities designed to meet individual student needs

#### State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2  3 X 4 X  5 X 6  7 X 8

COE  9  10

LOCAL \_\_\_\_\_

#### Identified Need

Preparing all students to become more effective in the use of Common Core Pedagogy and instructional materials is an ongoing need, based on feedback from staff, students, and parents. California summative data (SBAC) and district achievement data based on LCAP Student Outcomes demonstrate the need for improvement in certain areas and for certain populations. (See attached appendix 2a-e).

There is evidence of disproportionate suspension rates for Latino and Special Needs students; a need for review/revision of the district's Attendance Policy; and a general interest to support the health and well-being of students and staff.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC	100% of teachers are fully credentialed and assigned to teach in areas of their specialization.	100% of teachers will be fully credentialed and assigned to teach in areas of their specialization.	100% of teachers will be fully credentialed and assigned to teach in areas of their specialization.	100% of teachers will be fully credentialed and assigned to teach in areas of their specialization.
SARC	100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD	100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD	100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD	100% of teachers participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD
Survey/School Records	Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.	Every student will have access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.	Every student will have access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.	Every student will have access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes.
Facility Inspection Tool	Classrooms and campuses are properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.
Dashboard	Increase of suspension rates for LAHS, and for socioeconomically disadvantaged, African American, Latino and students claiming two or more races, district-wide	Reduce suspension rates at LAHS and for designated student populations, district-wide	Reduce suspension rates at LAHS and for designated student populations, district-wide	Reduce suspension rates at LAHS and for designated student populations, district-wide

District Records	The current Attendance Policy no longer supports the needs and interests of the district and its students and parents	New Attendance Policy is implemented with fidelity	New Attendance Policy is implemented with fidelity	New Attendance Policy is implemented with fidelity
District Records	Mental Health services and attention to Wellness were given priority in 2017-18 and have improved significantly as a result of specific efforts in this regard	Supporting the health and well-being of students and staff continues to be recognized as an important underpinning to improving the academic achievement of all students (see Board Goals 2017-2022)	Supporting the health and well-being of students and staff continues to be recognized as an important underpinning to improving the academic achievement of all students (see Board Goals 2017-2022)	Supporting the health and well-being of students and staff continues to be recognized as an important underpinning to improving the academic achievement of all students (see Board Goals 2017-2022)

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Professional Development: <ul style="list-style-type: none"> <li>• Curriculum Institute</li> <li>• Instructional Support Team</li> <li>• Six days of annual site-level PD</li> <li>• 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved &amp; monitored by site principals</li> <li>• Professional Improvement Grants</li> <li>• Course Team Workshops</li> </ul>		

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

Amount	\$100,000	Amount	\$103,500	Amount	\$107,123
--------	-----------	--------	-----------	--------	-----------

Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries
Budget Reference	Compensation for work outside the school day and for substitutes (CI)	Budget Reference	Compensation for work outside the school day and for substitutes (CI)	Budget Reference	Compensation for work outside the school day and for substitutes (CI)
Amount	\$200,000	Amount	\$207,000	Amount	\$214,245
Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries
Budget Reference	Cost for 6.5 hours of required PD for staff collaboration	Budget Reference	Cost for 6.5 hours of required PD for staff collaboration	Budget Reference	Cost for 6.5 hours of required PD for staff collaboration
Amount	\$300,000	Amount	\$310,500	Amount	\$321,368
Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries
Budget Reference	Professional Practice Fund	Budget Reference	Professional Practice Fund	Budget Reference	Professional Practice Fund
Amount	\$330,000	Amount	\$341,550	Amount	\$353,504
Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries
Budget Reference	3.0 FTE, IST team salaries	Budget Reference	3.0 FTE, IST team salaries	Budget Reference	3.0 FTE, IST team salaries
Amount	\$186,000	Amount	\$192,510	Amount	\$199,248
Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits
Budget Reference	Cost of Benefits	Budget Reference	Cost of Benefits	Budget Reference	Cost of Benefits

Amount	\$100,000	Amount	\$100,000	Amount	\$100,000
Source	5000-5999: Conference Attendance and Travel Cost	Source	5000-5999: Conference Attendance and Travel Cost	Source	5000-5999: Conference Attendance and Travel Cost
Budget Reference	Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program	Budget Reference	Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program	Budget Reference	Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Annual Chromebook refreshment		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20			
Amount	\$140,000	Amount	\$140,000	Amount	\$140,000
Source	4000-4999: Books and Supplies	Source	4000-4999: Books and Supplies	Source	4000-4999: Books and Supplies
Budget Reference	Chromebooks to refresh current inventory and accommodate student growth	Budget Reference	Chromebooks to refresh current inventory and accommodate student growth	Budget Reference	Chromebooks to refresh current inventory and accommodate student growth

### Action 3

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

X All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

X All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

XX  All schools  Specific Schools:  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
XX <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Site teams review and revise their suspension practices and design alternatives to suspension as a means to addressing the disproportionate rates of suspensions for certain student populations	Site Teams continue to implement new Suspension practices and continue to work on expanding alternatives to suspensions	Site Teams continue to implement new Suspension practices and continue to work on expanding alternatives to suspensions

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$25,000	No new expenditures	No new expenditures
Source	1000-1999: Certificated Personnel Salaries		
Budget Reference	Training on Restorative Justice Practices		

Action **4**

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

X All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

X All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
XX <input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified X Unchanged
Review and revise the district's Attendance	Implement the new Attendance Policy	Implement the new Attendance Policy

Policy and present new policy proposal to the Board for adoption

**BUDGETED EXPENDITURES**

**2017-18**

Amount

\$10,000

Source

5000-5999: Contracts

Budget Reference

Reservation of 3-5 slots in County-run alternative programs

**2018-19**

Amount

\$10,000

Source

5000-5999: Contracts

Budget Reference

Reservation of 3-5 slots in County-run alternative programs

**2019-20**

\$10,000

5000-5999: Contracts

Reservation of 3-5 slots in County-run alternative programs

**Action 5**

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

X All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

X All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

XX  New  Modified  Unchanged

School sites will develop comprehensive plans on how to support wellness in their schools. The Coordinator of Mental Health and Wellness

**2018-19**

New  Modified X Unchanged

School sites continue to implement actions identified in 2017-18 that will support Health and Well-being of

**2019-20**

New  Modified X Unchanged

School sites continue to implement actions identified in 2017-18 that will support Health and

reports to the Board on the progress achieved in the area of "Supporting Health and Well-being of Students and Staff".

students and staff.

Well-being of students and staff.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$450,000	Amount	\$450,000	Amount	\$450,000
Source	1000-1099: Certificated Salaries 3000-3999: Benefits 5000-5999: Contracts	Source	4000-4999: Books and Supplies 1000-1099: Certificated Salaries 5000-5999: Contracts	Source	4000-4999: Books and Supplies 1000-1099: Certificated Salaries 5000-5999: Contracts
Budget Reference	Student Services Coordinator Salaries and Benefits Vendor Contracts	Budget Reference	Student Services Coordinator Salaries and Benefits Vendor Contracts	Budget Reference	Student Services Coordinator Salaries and Benefits Vendor Contracts

New                       Modified                      X Unchanged

**Goal 2**

**Improve the performance of ALL students in math (Algebra I and II and Geometry) with the specific goal of increasing the rate of seniors who complete Algebra II with a C or better to 95% by the time they complete their senior year.**

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

In 2015-16, 88.5% of all seniors, district-wide completed Algebra II with a C or better. For Latino students the rate was 73%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Records	Teachers are engaged in professional development, and receive individual and small group support from Instructional Support Team coaches with the aim of transforming their teaching practices.	Teachers will continue to be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.	Teachers will continue to be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.	Teachers will continue to be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.
Classroom Observations	Students experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.	Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.	Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.	Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four.
SBAC Reports (also included in the District's Accountability Report)	District-wide, student performance is expected to continue to improve as measured by the SBAC assessment.	District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results. (Reported in the district's comprehensive Accountability Report, results will be disaggregated to show positive movement toward specific performance targets).	District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results. (Reported in the district's comprehensive Accountability Report, results will be disaggregated to show positive movement toward specific performance targets).	District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results. (Reported in the district's comprehensive Accountability Report, results will be disaggregated to show positive movement toward specific performance targets).
District Accountability Report	Algebra I GPA for the 2 <sup>nd</sup> semester of the 2015-16 school year was:	Algebra I GPA is expected to increase each year. (Consistent with	Algebra I GPA is expected to increase each year. (Consistent with performance	Algebra I GPA is expected to increase each year. (Consistent with performance targets

	MVHS 2.01 (grades 9-12) LAHS 2.09 (Alg 9) 1.68 (Alg I gr 10-12)	performance targets established in the District's Accountability Report.)	targets established in the District's Accountability Report.)	established in the District's Accountability Report.)
District Accountability Report	In 2015-16, 86% of all students, district-wide complete Algebra II with a C or better. For Latino students the rate was 73%	The number of students completing Algebra II with C or better will increase each year. (Metrics in the District's Accountability Report will be reported for 'ALL' students, Caucasians and 'Latino' students)	The number of students completing Algebra II with C or better will increase each year. (Metrics in the District's Accountability Report will be reported for 'ALL' students, Caucasians and 'Latino' students)	The number of students completing Algebra II with C or better will increase each year. (Metrics in the District's Accountability Report will be reported for 'ALL' students, Caucasians and 'Latino' students)
District Accountability Report	In 2015-16 the % of students earning D's/F's in Algebra related courses was 29.4% (computed excluding students who did not earn a letter grade)	The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported in the District's Accountability Report for 'ALL' students, Caucasians and 'Latino' students)	The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported in the District's Accountability Report for 'ALL' students, Caucasians and 'Latino' students)	The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported in the District's Accountability Report for 'ALL' students, Caucasians and 'Latino' students)

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Recognize and celebrate student achievement in math at events throughout the year, e.g., Latino Awards Assembly, Senior Awards, Graduation, Golden State Merit Diploma, Certificates of Merit issued to students who achieve certain benchmarks.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$20,000	<b>Amount</b> \$20,000	<b>Amount</b> \$20,000
<b>Source</b> 5000-5999: Services and Other Operating Expenditures	<b>Source</b> 5000-5999: Services and Other Operating Expenditures	<b>Source</b> 5000-5999: Services and Other Operating Expenditures
<b>Budget Reference</b> Support Latino Awards assemblies	<b>Budget Reference</b> Support Latino Awards	<b>Budget Reference</b> Support Latino Awards assemblies

and Latino Summit

assemblies and Latino Summit

and Latino Summit

## Action 2

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Professional Development:</p> <ul style="list-style-type: none"> <li>Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district's math coach.</li> <li>IST coach develops model lessons and SBAC-related practice items and makes these available through a 'math blog'.</li> <li>IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes.</li> <li>IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials.</li> </ul>		

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
<b>Amount</b> \$110,000 <b>Source</b> 1000-1999: Certificated Personnel Salaries <b>Budget Reference</b> 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)	<b>Amount</b> \$113,850 <b>Source</b> 1000-1999: Certificated Personnel Salaries <b>Budget Reference</b> 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)	<b>Amount</b> \$117,835 <b>Source</b> 1000-1999: Certificated Personnel Salaries <b>Budget Reference</b> 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)
<b>Amount</b> \$22,000 <b>Source</b> 3000-3999: Employee Benefits <b>Budget Reference</b> Cost of employee benefits	<b>Amount</b> \$22,770 <b>Source</b> 3000-3999: Employee Benefits <b>Budget Reference</b> Cost of employee benefits	<b>Amount</b> \$23,567 <b>Source</b> 3000-3999: Employee Benefits <b>Budget Reference</b> Cost of employee benefits
<b>Amount</b> \$50,000 <b>Source</b> 5000-5999: Services and other operating expenditures <b>Budget Reference</b> Math teachers attending conferences and workshops sponsored by professional organizations	<b>Amount</b> \$50,000 <b>Source</b> 5000-5999: Services and other operating expenditures <b>Budget Reference</b> Math teachers attending conferences and workshops sponsored by professional organizations	<b>Amount</b> \$50,000 <b>Source</b> 5000-5999: Services and other operating expenditures <b>Budget Reference</b> Math teachers attending conferences and workshops sponsored by professional organizations

**Action 3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

**OR**

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students, including a new Summer School class, Algebra II Boot Camp, fully funded through SVEF.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$220,000	Amount	\$227,700	Amount	\$235,670
Source	1000-1999: Certificated Personnel	Source	1000-1999: Certificated Personnel	Source	1000-1999: Certificated Personnel
Budget Reference	2.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes	Budget Reference	2.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes	Budget Reference	2.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes
Amount	\$50,000	Amount	\$51,750	Amount	\$53,561
Source	1000-1999: Certificated Personnel	Source	1000-1999: Certificated Personnel	Source	1000-1999: Certificated Personnel
Budget Reference	Summer Bridge classes including Catalyst & Accelerated Alg &	Budget Reference	Summer Bridge classes including Catalyst & Accelerated Alg &	Budget Reference	Summer Bridge classes including Catalyst & Accelerated Alg &

Accelerated Geom & Alg II Boot Camp

Accelerated Geom & Alg II Boot Camp

Accelerated Geom & Alg II Boot Camp

Amount	\$220,000	Amount	\$227,700	Amount	\$235,670
Source	1000-1999: Certificated Personnel	Source	1000-1999: Certificated Personnel	Source	1000-1999: Certificated Personnel
Budget Reference	2.0 FTE , At-Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students	Budget Reference	2.0 FTE , At-Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students	Budget Reference	2.0 FTE , At-Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students
Amount	\$98,000	Amount	\$101,430	Amount	\$104,980
Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits
Budget Reference	Cost of benefits	Budget Reference	Cost of benefits	Budget Reference	Cost of benefits

Action **4**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input checked="" type="checkbox"/> Specific Grade spans: 9 <sup>th</sup> Grade

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
------------------------------	---	---------------------------------------	-------------------------------------

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to reduce Class Sizes in math classes at the freshman level to make learning more interactive and to provide more personalized support for students.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$308,000	Amount: \$318,780	Amount: \$329,937
Source: 1000-1999: Certificated Personnel Salaries	Source: 1000-1999: Certificated Personnel Salaries	Source: 1000-1999: Certificated Personnel Salaries
Budget Reference: 2.8 FTE, Additional staff to keep classes at 20:1 in math	Budget Reference: 2.8 FTE, Additional staff to keep classes at 20:1 in math	Budget Reference: 2.8 FTE, Additional staff to keep classes at 20:1 in math
Amount: \$61,600	Amount: \$63,756	Amount: \$65,987
Source: 3000-3999: Employee Benefits	Source: 3000-3999: Employee Benefits	Source: 3000-3999: Employee Benefits
Budget Reference: Cost of benefits	Budget Reference: Cost of benefits	Budget Reference: Cost of benefits

Action **5**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: 8<sup>th</sup> and 9<sup>th</sup> Grades

**OR**

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

**OR**

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, which also serves a placement validation purpose.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$5,000	<b>Amount</b> \$5,175	<b>Amount</b> \$5,356
<b>Source</b> 1000-1999: Certificated Personnel Salaries	<b>Source</b> 1000-1999: Certificated Personnel Salaries	<b>Source</b> 1000-1999: Certificated Personnel Salaries
<b>Budget Reference</b> Substitute Costs for teachers attending articulation meetings with Partner Districts; classroom visits across our three districts and six schools and participation in scoring of the final assessment	<b>Budget Reference</b> Substitute Costs for teachers attending articulation meetings with Partner Districts; classroom visits across our three districts and six schools and participation in scoring of the final assessment	<b>Budget Reference</b> Substitute Costs for teachers attending articulation meetings with Partner Districts; classroom visits across our three districts and six schools and participation in scoring of the final assessment
<b>Amount</b> \$5,000	<b>Amount</b> \$5,000	<b>Amount</b> \$5,000

Source	4000-4999: Books and Supplies	Source	4000-4999: Books and Supplies	Source	4000-4999: Books and Supplies
Budget Reference	Food and meeting supplies	Budget Reference	Food and meeting supplies	Budget Reference	Food and meeting supplies
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	5000-5999: Services and other operations	Source	5000-5999: Services and other operations	Source	5000-5999: Services and other operations
Budget Reference	Cost of travel	Budget Reference	Cost of travel	Budget Reference	Cost of travel

Action **6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: 9<sup>th</sup> Grade

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor and ensure appropriate placement with incoming 9 <sup>th</sup> grade students in math.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	No costs associated with this action.	Amount	No costs associated with this action.	Amount	No costs associated with this action.
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

New

Modified

X Unchanged

## Goal 3

### Improve the performance of English Language Learners on all board-adopted Indicators and on State Dashboard measures

#### State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8

COE  9  10

LOCAL \_\_\_\_\_

#### Identified Need

English Language Learners are performing lower than most other subgroups on most state and local indicators; performance of ELLs has dropped on several indicators since last year. (See data tables in Appendix 2d)

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard	In 2015-16 the English proficiency rating for English Learners on the State Dashboard was "green" (met expectations).	Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation Rates Suspension Rates English Learner Progress	Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation Rates Suspension Rates English Learner Progress	Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation Rates Suspension Rates English Learner Progress
District Accountability Report	SBAC scores for LEP students are the lowest of all student groups.	Improve EL SBAC scores annually (to meet the growth targets set forth in the District's Accountability Report)	Improve EL SBAC scores annually (to meet the growth targets set forth in the District's Accountability Report)	Improve EL SBAC scores annually (to meet the growth targets set forth in the District's Accountability Report)
State English Learner Progress and Proficiency Report	The 2015-16 report lists 71.9% of ELs "Making Progress", and 30.8% of ELs (Less than 5 years) attaining English Proficiency, while 51.3% of LTELs have attained	Improve the percent of ELs "Making Progress" and their "Proficiency in English" as reported on the State English Learner Progress and Proficiency Report (Metrics and	Improve the percent of ELs "Making Progress" and their "Proficiency in English" as reported on the State English Learner Progress and Proficiency Report (Metrics and targets are	Improve the percent of ELs "Making Progress" and their "Proficiency in English" as reported on the State English Learner Progress and Proficiency Report (Metrics and targets are included in the

	English Proficiency.	targets are included in the District's Accountability Report)	included in the District's Accountability Report)	District's Accountability Report)
DataQuest	Redesignation rates reported on DataQuest reached 14% in 2015-16	Continue to improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)	Continue to improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)	Continue to improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)
District Accountability Report	In 2016, 13% of the ELLs took one or more AP classes.	Increase the number of EL students enrolled in at least one AP class from the 13% (Reported as part of Student LCAP Outcomes in 2015-16)	Increase the number of EL students enrolled in at least one AP class from the 13% (Reported as part of Student LCAP Outcomes in 2015-16)	Increase the number of EL students enrolled in at least one AP class from the 13% (Reported as part of Student LCAP Outcomes in 2015-16)
District Accountability Report	In 2015-16, EL students earned an unweighted GPA of 2.48	Increase EL unweighted GPA annually (based on Aeries Query and reported in District's Accountability Report)	Increase EL unweighted GPA annually (based on Aeries Query and reported in District's Accountability Report)	Increase EL unweighted GPA annually (based on Aeries Query and reported in District's Accountability Report)
District Accountability Report	80% of EL students earned a GPA of 2.0 or above in 2015-16	Improve % of EL Freshmen with EOY GPA >2.0 (based on Aeries Query and reported in District Accountability Report)	Improve % of EL Freshmen with EOY GPA >2.0 (based on Aeries Query and reported in District Accountability Report)	Improve % of EL Freshmen with EOY GPA >2.0 (based on Aeries Query and reported in District Accountability Report)

Action **1**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course content, skills, assessment and expectations, including implementing changes in our current instructional delivery system.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,000	Amount: \$2,000
Source: 5000-5999: Services and Other Operations	Source: 5000-5999: Services and Other Operations	Source: 5000-5999: Services and Other Operations
Budget Reference: Travel	Budget Reference: Travel	Budget Reference: Travel

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_MVHS\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELLs. <ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• SDAIE Econ/Civics ELL</li> <li>• Social Studies ELL</li> </ul>		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$66,000	<b>Amount</b> \$68,310	<b>Amount</b> \$70,7001
<b>Source</b> 1000-1999: Certificated Personnel Salaries	<b>Source</b> 1000-1999: Certificated Personnel Salaries	<b>Source</b> 1000-1999: Certificated Personnel Salaries
<b>Budget</b> 0.6 FTE, 3 sections of classes	<b>Budget</b> 0.6 FTE, 3 sections of classes	<b>Budget</b> 0.6 FTE, 3 sections of classes

Reference	designed especially to help ELLs access content classes required for graduation	Reference	designed especially to help ELLs access content classes required for graduation	Reference	designed especially to help ELLs access content classes required for graduation
Amount	\$13,200	Amount	\$13,662	Amount	\$14,140
Source	3000-999: Employee Benefits	Source	3000-999: Employee Benefits	Source	3000-999: Employee Benefits
Budget Reference	Cost of benefits	Budget Reference	Cost of benefits	Budget Reference	Cost of benefits

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to engage the Latino community in the education of their children and provide parent education workshops on a variety of topics suggested by parents.		

District will contract with PIQE & FEI to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college.

**BUDGETED EXPENDITURES**

2017-18	2018-19	2019-20
Amount: \$25,000	Amount: \$25,000	Amount: \$25,000
Source: 4000-4999: Books and Supplies	Source: 4000-4999: Books and Supplies	Source: 4000-4999: Books and Supplies
Budget Reference: Materials and supplies needed to host community events	Budget Reference: Materials and supplies needed to host community events	Budget Reference: Materials and supplies needed to host community events
Amount: \$50,000	Amount: \$50,000	Amount: \$50,000
Source: 5000-5999: Books and Supplies	Source: 5000-5999: Books and Supplies	Source: 5000-5999: Books and Supplies
Budget Reference: Contract with PIQE & FEI to provide 3-9 week cycles for parents to attend 2 hour weekly seminars	Budget Reference: Contract with PIQE & FEI to provide 3-9 week cycles for parents to attend 2 hour weekly seminars	Budget Reference: Contract with PIQE & FEI to provide 3-9 week cycles for parents to attend 2 hour weekly seminars

Action **4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to celebrate the academic achievement of Latino students, especially ELL's through events sponsored by the ELD department and Latino community outreach groups.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p><b>Amount</b>      \$25,000</p>	<p><b>Amount</b>      \$25,000</p>	<p><b>Amount</b>      \$25,000</p>
<p><b>Source</b>      4000-4999: Books and Supplies</p>	<p><b>Source</b>      4000-4999: Books and Supplies</p>	<p><b>Source</b>      4000-4999: Books and Supplies</p>
<p><b>Budget Reference</b>      Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations &amp; Latino Summit</p>	<p><b>Budget Reference</b>      Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations &amp; Latino Summit</p>	<p><b>Budget Reference</b>      Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations &amp; Latino Summit</p>

New                      X Modified                       Unchanged

# Goal 4

**Implement changes to the service delivery model in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment. (LRE)**

State and/or Local Priorities Addressed by this goal:

STATE X 1 X 2 X 3 X 4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

- The District did not meet the Least Restrictive Environment standard for high schools.
- A comprehensive audit of Special Education has revealed a number of areas for growth which will be addresses through Actions associated with this goal.
- The District does not have a self-contained SDC class for students with severe mental or behavioral challenges.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District Accountability Report	Special Ed students' academic performance across all indicators has remained about the same and is much lower than the performance of most other student groups.	Improve Special Ed students' academic performance across all Indicators.	Improve Special Ed students' academic performance across all Indicators.	Improve Special Ed students' academic performance across all Indicators.
Software	More Licensed Therapists have been hired to serve our students. New software has been purchased to better track services provided to students with mental health needs.	Track/measure the effectiveness of mental health support provided to SPED student by district and CHAC therapists (Health Master)	Track/measure the effectiveness of mental health support provided to SPED student by district and CHAC therapists (Health Master)	Track/measure the effectiveness of mental health support provided to SPED student by district and CHAC therapists (Health Master)
Software	Staff are expected to assist	Improve training opportunities for staff to	Improve training	Improve training opportunities

	with the identification of students in crises.	improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito)	opportunities for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito)	for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito)
District Records	Too many students are placed in 'restrictive environments'. More Co-taught classes are needed where SDC students can find success in classes with non-SPED peers.	Increase the number of Co-taught classes on each campus as a means to reducing the number of students in SDC classes and thereby addressing the LRE issue. (District Records)	Increase the number of Co-taught classes on each campus as a means to reducing the number of students in SDC classes and thereby addressing the LRE issue. (District Records)	Increase the number of Co-taught classes on each campus as a means to reducing the number of students in SDC classes and thereby addressing the LRE issue. (District Records)

PLANNED ACTIONS / SERVICES

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods		
--	--	--

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	Costs are embedded in Prof Dev & support provided to teachers through IST	<b>Amount</b>	Costs are embedded in Prof Dev & support provided to teachers through IST	<b>Amount</b>	Costs are embedded in Prof Dev & support provided to teachers through IST
<b>Source</b>		<b>Source</b>		<b>Source</b>	
<b>Budget Reference</b>		<b>Budget Reference</b>		<b>Budget Reference</b>	

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: LAHS  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create a "Circle of Care" for students identified as "school avoiders", and address the needs of students with serious conduct disorders and those with therapeutic needs: <ul style="list-style-type: none"> <li>- Restructure AVO and AVHS</li> <li>- Family Engagement</li> <li>- Add a bilingual therapist with training in Behavior Management at each site</li> </ul>	-	-

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$220,000	\$227,700	\$235,670
Source	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Budget Reference	2.0 FTE	2.0 FTE	2.0 FTE

		nce		Refer ence	
Amount	\$154,000	Amount	\$159,390	Amount	\$164,969
Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries	Source	1000-1999: Certificated Personnel Salaries
Budget Reference	1.4 FTE, AVO	Budget Reference	1.4 FTE, AVO	Budget Reference	1.4 FTE, AVO
Amount	\$74,800	Amount	\$77,418	Amount	\$80,128
Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits
Budget Reference	Cost of benefits	Budget Reference	Cost of benefits	Budget Reference	Cost of benefits

Action **3**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

Reduce the number of SDC classes and students enrolled in these classes and increase collaboration between regular ed and special ed teachers, and pilot models that foster greater inclusion of students with disabilities in regular ed classes, e.g. expand co-teaching.

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

**Amount** \$110,000  
**Source** 1000-1999: Certificated Personnel Salaries  
**Budget Reference** Salaries

**Amount** \$113,850  
**Source** 1000-1999: Certificated Personnel Salaries  
**Budget Reference** Salaries

**Amount** \$117,835  
**Source** 1000-1999: Certificated Personnel Salaries  
**Budget Reference** Salaries

**Amount** \$25,000  
**Source** 1000-1999: Certificated Personnel Salaries  
**Budget Reference** Collaboration time for teachers/training for co-teaching

**Amount** \$25,875  
**Source** 1000-1999: Certificated Personnel Salaries  
**Budget Reference** Collaboration time for teachers/training for co-teaching

**Amount** \$26,781  
**Source** 1000-1999: Certificated Personnel Salaries  
**Budget Reference** Collaboration time for teachers/training for co-teaching

**Amount** \$27,000  
**Source** 3000-3999: Employee Benefits  
**Budget Reference** Cost of benefits

**Amount** \$27,945  
**Source** 3000-3999: Employee Benefits  
**Budget Reference** Cost of benefits

**Amount** \$28,923  
**Source** 3000-3999: Employee Benefits  
**Budget Reference** Cost of benefits

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Work collaboratively with educators and administrators from our partner districts in creating strong programs for Special Ed students and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
No new cost associated with this action.	No new cost associated with this action.	No new cost associated with this action.
Source	Source	Source
Budget	Budget	Budget

Reference  Reference  Reference

Action **5**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Explore adding a new class on Executive Functioning		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$44,000	<b>Amount</b> \$45,540	<b>Amount</b> \$47,134
<b>Source</b> 1000-1999: Certificated Personnel Salaries	<b>Source</b> 1000-1999: Certificated Personnel Salaries	<b>Source</b> 1000-1999: Certificated Personnel Salaries
<b>Budget Reference</b> 0.4 FTE	<b>Budget Reference</b> 0.4 FTE	<b>Budget Reference</b> 0.4 FTE

Amount	\$8,800	Amount	\$9,108	Amount	\$9,427
Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits	Source	3000-3999: Employee Benefits
Budget Reference	Cost of benefits	Budget Reference	Cost of benefits	Budget Reference	Cost of benefits

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X 2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$1,366,165

Percentage to Increase or Improve Services:

3.79 %

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](#)).

100% of the targeted funds are being spent on actions and services for Unduplicated Youth. All services for unduplicated students are designed especially to support academic achievement of these students. All actions were determined on the basis of discrepancies in academic achievement that the analysis of our data revealed. The actions that were selected from a long list of suggested actions are those that all stakeholders agreed would have the greatest likelihood of contributing to narrowing the achievement gap.

- Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course content, skills, assessment and expectations, including implementing changes in our current instructional delivery system.
- Offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELLs.
  - Environmental Science
  - SDAIE Econ/Civics ELL
  - Social Studies ELL
- Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed and through co-teaching.
- Continue to engage the Latino community in the education of their children and provide parent education workshops on a variety of topics suggested by parents.
- District will contract with PIQE & FEI to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college.
- Continue to celebrate the academic achievement of Latino students, especially ELL's.
- Reduce the number of SDC classes and students enrolled in these classes and increase collaboration between regular ed and special ed teachers, and pilot models that foster greater inclusion of students with disabilities in regular ed classes, e.g. expand co-teaching.
- Increase the amount of support Special Ed teachers receive from the IST Team in aligning their curriculum and instructional practices to the Common Core and learning techniques to more effectively differentiate instruction.

- Work collaboratively with educators and administrators from our partner districts in creating strong programs for Special Ed students and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.

