LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

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	Contact Name and Title	Email and Phone
Mountain View-Los Altos Union High School District	Jeff Harding Superintendent	Jeff.harding@mvla.net (650) 940-4650

2017-20 Plan Summary

The Story

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 40% Caucasian, 26% Hispanic-Latino, 26% Asian and 8% other (October 2017, 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 learning for all staff. In addition, the Instructional Support Team (IST) offers a variety of professional learning experiences, including lunch workshops, retreats for course teams and departments and individualized support. Key professional learning themes this year include course team alignment, implementing the SBAC IABs (Interim Assessment Blocks), student data collection and analysis through Data Zone tool and inclusion strategies through co-teaching training.

A focus continues to be the integration of innovative practices in math. IXL, Tutor.com and other online tools are infused Algebra I, Geometry and Algebra II. Ongoing collaboration among math teachers at the high school and partnering with middle schools to vertically align content and practices has yielded positive results in student performance. We continue to partner with community programs such as Alearn and SVEF to offer math enrichment opportunities for our high need students. We target support services for our highest need students by assigning those students to an intervention counselor who provides mentoring and tutoring.

The needs of English Learners and Students with Disabilities has been a districtwide discussion that involves all educators. Task forces were established to examine student data and research-based strategies. Through this work, recommendations have been made for program improvements and professional learning. In addition, parent outreach efforts has increased the involvement of English Learner families and high need students.

Lastly, there has been a great emphasis on developing a comprehensive program for student and staff wellness. Through the work of district-wide committees, the sites have examined the 3 tiers of services for students. Data collection through Healthmaster has also been instrumental to examine how we support students.

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

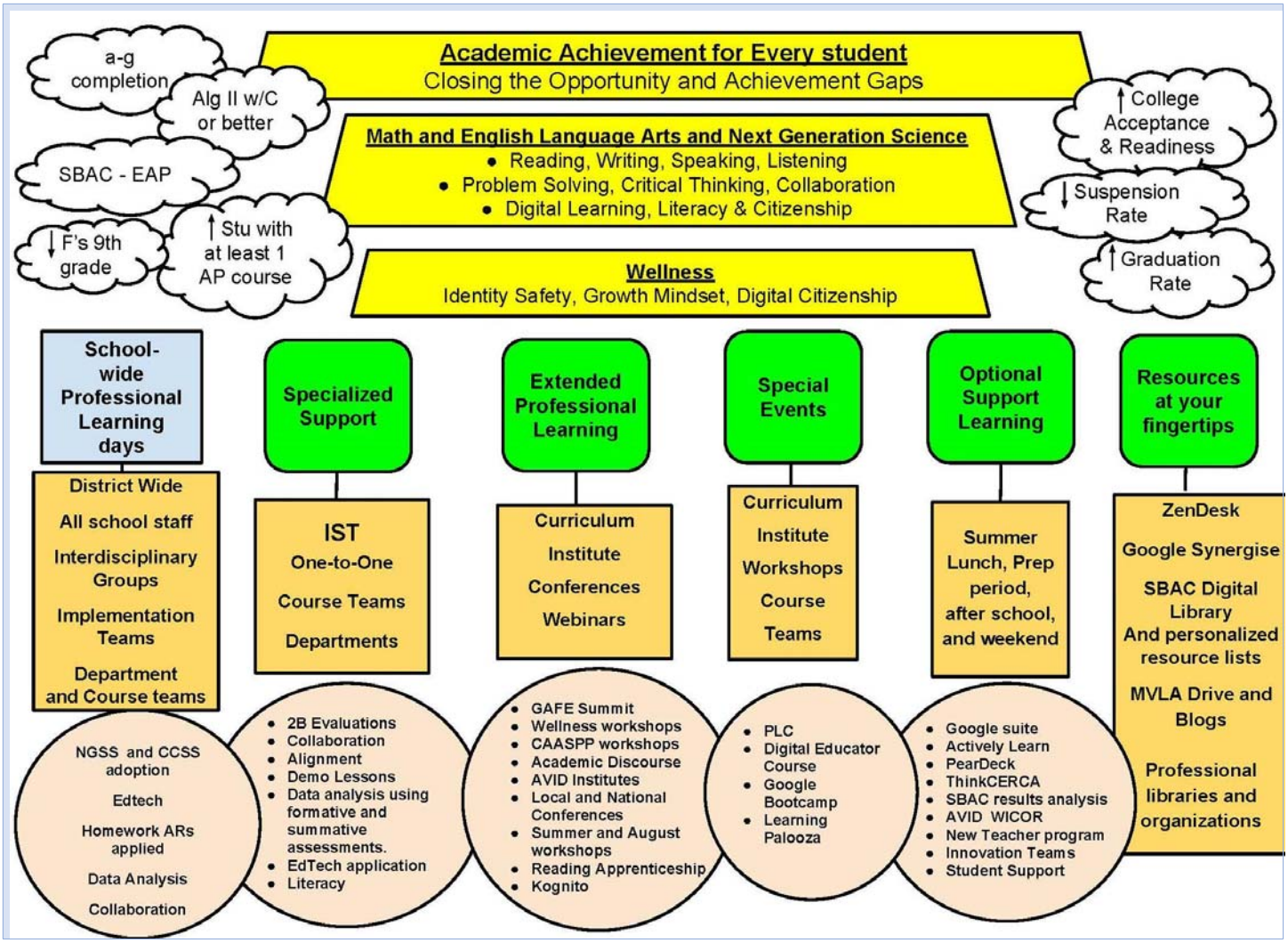
The annual review of the state indicators and local performance indicators generally show that MVLA outperforms other high school districts in the state and region, and is making gradual progress on closing its achievement gaps. Our efforts in sustaining a robust professional development program for staff, the expansion of support programs as AVID, and the continued commitment to using data to inform practice has led us to the following improvements this year:

- The graduation rate for all students is 97%, compared to the percentage for Socio-Economically Disadvantaged (SED) students maintained at 92% and for English Learners increased to 90%. Latino students at LAHS rated "blue" for graduation rate.
- The percentage of 12th graders (Class of 2017) who completed Alg II with a "C" or better maintained at 85%, compared to the percentage of Latino 12th graders that increased by 3% from 62% to 65% and for English Learners that increased by 8% from 27% to 35%. The

percentage of Algebra II completion was higher (82%) for Latino students who were not classified as EL, SPED or SED.

- The percentage of students Meeting and Exceeding on the SBAC dramatically improved for both ELA and math, particularly:
- AVID students' results showed a dramatic increase from 59% to 87% in ELA and 47% to 63% in math
- SED students' results showed improvement from 40% to 54% in ELA and 30% to 33% in math. The highest gains in math were made at LAHS.
- Both Los Altos HS (13%+) and Mountain View HS (12%+) showed growth in their overall enrollment for ELA
- The percentage of SPED students at LAHS increased from 21% to 47% on the ELA
- 82% of Latino students who were not classified as EL, SPED or SED performed mostly on par with their general education peers in ELA
- The Algebra I average GPA for the Class of 2020 for both comprehensive schools showed improvement
- The number of English Learners taking at least one AP class increased at LAHS
- AVID closely met their specific growth targets in a-g completion, AP enrollment and grades in Algebra II
- According to the Fall 2017 CA Dashboard, English Learners rated "blue" (the highest rating) for English Proficiency (based on English proficiency exams and redesignation rates)

MVLA is proud of the professional development we offer our staff, which enables staff to learn new techniques that help students to be successful. 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

As previously mentioned, MVLA continues to gradually make gains with our high need and special populations. However, our Latino, Special Education students, English Learners and SED students significantly lag behind the student population as a whole in GPA, a-g completion, and grades in math. To assist these students, the schools have designed math classes that provide personalized support. All 9th grade math classes have a reduced class size to 20:1. A math support class is provided to all students in Algebra I who showed challenges in 7th and 8th grade math. For older students at MVHS, Algebra II was taught over two years which showed positive results in average GPAs. Students who also showed difficulty in math at the 8th grade or 9th grade level were enrolled in summer enrichment classes. Examining the progress of students in the summer program, the data shows that more than half of the students maintained a "C" or better in their subsequent grading periods.

The California School Dashboard indicates the following areas of "Red" and "Orange" for having not met our targets for one or more years. The data shows that there has been a significant increase of suspensions at MVHS among SED and SPED students. The rate for LAHS is close behind for the

same groups. There has also been a dramatic increase among Latino students at LAHS. This data correlates with the findings in the previous LCAP which revealed a disproportionality in suspensions, with an overrepresentation of special needs students and students of color being suspended, compared to White and Asian students. There has been substantial effort in the 2017/18 school year to better understand the reasons for these findings which requires ongoing discussion and calibration of progressive discipline practices. A continued focus for 2018/19 includes the integration of practices that can be effectively used as alternatives to suspension.

CA Dashboard Areas of “Red” or “Orange” ratings:
Increase of suspension rates, particularly for Latinos, English Learners and Socio-economically Disadvantaged students
Districtwide
Orange for Latino students, increased by 2%
Orange for EL students, increased by 0.8%
Orange for SED students, increased by 2.6%
Orange for SPED students, increased by 3%
LAHS
Orange for All students, increased by 0.5%
Orange for Latino students, increased by 2.1%
Orange for EL students, increased by 1.5%
Orange for SED students, increased by 2.2%
Orange for SPED students, increased by 2.3%
MVHS
Orange for All students, increased by 1.1%
Orange for Latino students, increased by 1.8%
Orange for EL students, increased by 0.4%
Orange for SED students, increased significantly by 3.3%
Red for SPED students, increased significantly by 3.7%

The Chronic Absenteeism data show areas of continued concern. The districtwide Chronic Absenteeism rate is 10.8% which is on par with the Statewide total and slightly higher that the county rate at 9.2%. Among Latino students, the rate is higher at 18.5%; including 14.1% at MVHS and 11.8% at LAHS. The overall district rate for Latinos is higher since it includes Alta Vista Continuation HS. That data is not available on the CA Dashboard, however, preliminary reports show a high percentage of absenteeism at AVHS. In 2017/18, the Attendance Policy and school practices were examined by a district committee. They will continue to discuss how the policy not only responds to truancy, but addressed the issue in a proactive manner.

The CA Healthy Kids Survey data continues to highlight student connectedness and student wellness as an area of great priority. Surprisingly, there has been a significant drop in the School Climate Index for MVHS, particularly in the area of creating meaningful opportunities for student participation. The percentage of students “experiencing chronic sadness and hopelessness” has increased for both MVHS and LAHS, particularly for 11th graders. This is aligned to other indicators as measured in our mental health database, Healthmaster. There have been more cases reported of high stress and anxiety due to academic difficulties and family relationships. To assist students, the District-wide Wellness Task Force has also established a 3-tier system for providing wellness supports for all students, including the increase of mental health services available and school-wide focus on wellness efforts at the sites.

CA Healthy Kids Survey Data (Fall 2017)
School Climate Index

LAHS: Increased from 379 to 394 (+34)
Overall supports and engagement (-13)
Overall violence and substance use (+77)
School connectedness (+2)
Opportunities for meaningful participation (-53)
Experienced chronic sadness/hopelessness (29%, +1)

MVHS: Decreased from 400 to 364, (-29)
Overall supports and engagement (-45)
Overall violence and substance use (-5)
School connectedness (-36)
Opportunities for meaningful participation (-81)
Experienced chronic sadness/hopelessness (29%, +6)

The district has long-since begun to implement programs, professional development and support initiatives to address and redress the issues identified in 2016/17. The current LCAP and Annual Update are a reflection of these priorities and the specifics are delineated in the plan.

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

Performance Gaps

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, English Learners, Latinos, 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.

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.

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

Increased or Improved services

The District will continue to implement programs and services that have been previously identified to support low-income students, English learners, and foster youth. In addition to the areas that were identified in 2017/18, the district will implement the following new or modified services:

- Offer an Academic Skills class for newcomer EL students. Class will include academic, social/emotional and mentoring services

- Provide targeted professional development opportunities for teachers assigned to ELD, SDAIE and courses with a high number of LTEL and RFEP students.
- Continue to integrate Executive Functioning and Social-Emotional Learning curriculum in Study Skills and Learning Skills classes for SPED students. A high number of SED and EL students take these courses.
- Continue to offer PIQE - Parent Institute for Quality Education, parents workshops in Spanish, including Level II for those families who participated this year
- Designate an academic counselor at MVHS to work with all newcomer EL students
- Explore database systems to monitor EL student progress, including RFEP students.

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	$89,235,907.39
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$4,945,122.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$80,959,556.00

Annual Update

LCAP Year Reviewed: 2017-18

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

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 21st 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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SARC **17-18** 100% of teachers will be fully credentialed and assigned to teach in areas of their specialization.	Out of 223 teachers, 220 have full credentials and are assigned in the areas of their specialization. Three teachers were hired on internship credentials and two will complete the credentialing program in July 2018 and the third in December 2018. All three teachers are work in our Special Education program and are receiving ongoing support through our IST Team and department coordinators.

Expected	Actual
Baseline 100% of teachers are fully credentialed and assigned to teach in areas of their specialization.	
Metric/Indicator SARC **17-18** 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 **Baseline** 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	All teachers participate in site-based and district-wide professional learning. There are two full days dedicated to districtwide professional learning, one at the start of the year on August 9, 2017 known as the "Kick Off" and one in the spring on March 19, 2018 which focused on districtwide instructional and grading practices. Under the leadership of the Instructional Support Team, site administrators and department coordinators designed and facilitated professional learning opportunities that was rooted in the site WASC Action Plans and the District/Board Six Year Goals. Sites met on a weekly basis in course teams, departments, WASC focus groups or whole staff to engage in professional growth. In addition, course teams pursued opportunities outside of the scheduled times to collaborate. The Curriculum Institute program funded these opportunities for staff to meet in school-day retreats, after work hours and in the summer. Below is a graphic of the professional learning plan for the district.
Metric/Indicator Board Minutes of Public Hearing **17-18** Every student in the school district has sufficient access to standards-aligned instructional materials. **Baseline** Every student in the school district has sufficient access to standards-aligned instructional materials.	All students had access to standards-aligned instructional materials as documented in the August 21, 2017 school board meeting where the Board adopted Resolution No. 18-01 to confirm that the Mountain View Los Altos High School District has provided each pupil with sufficient textbooks instructional materials consistent with the cycles and content of the curriculum frameworks.
Metric/Indicator Survey/School Records **17-18** 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. **Baseline** 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.	The Chromebook Refreshment fund ensures that all students have access to a device on a daily basis while at school. Students who chose not to bring a personal device to school had the ability to "check out" a Chromebook for the year. Chromebook carts were also housed in classrooms throughout the sites. Over 2,500 Chromebooks were checked out by students.

Expected	Actual
Metric/Indicator Facility Inspection Tool **17-18** Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback. **Baseline** Classrooms and campuses are properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	SARC reports: The safety, cleanliness and adequacy of the school facility is of the highest priority. Our facilities are maintained by a professional and committed staff that is able to address immediate and longer-term maintenance and facilities needs. Recent increases in enrollment have pushed our site towards its classroom capacity, but we are still able to provide safe, clean, high quality classrooms and work spaces for all students and staff. FIT Report Overall Rating: Exemplary.
Metric/Indicator Dashboard **17-18** Reduce suspension rates at LAHS and for designated student populations, district-wide **Baseline** Increase of suspension rates for LAHS, and for socioeconomically disadvantaged, African American, Latino and students claiming two or more races, district-wide	Suspension rates at LAHS and districtwide did not decrease according to the CA School Dashboard as published in the fall of 2017. This data is based on 2016/17 reported counts. Below is the color designation per student group along with the percentage rates. Lowering the suspension rates continues to be an area of focus for LAHS and districtwide. LAHS: Orange for All students, increased by 0.5% Orange for Latino students, increased by 2.1% Orange for EL students, increased by 1.5% Orange for SED students, increased by 2.2% Orange for SPED students, increased by 2.3% Districtwide: Orange for Latino students, increased by 2% Orange for EL students, increased by 0.8% Orange for SED students, increased by 2.6% Orange for SPED students, increased by 3%
Metric/Indicator District Records **17-18** New Attendance Policy is implemented with fidelity **Baseline** The current Attendance Policy no longer supports the needs and interests of the district and its students and parents	In 2017/18, the Attendance Policy and school practices were examined by a district committee. A SARB process was reinstated in the spring semester. They will continue to discuss how the policy not only responds to truancy, but addresses the issue in a proactive manner.
Metric/Indicator District Records	The CA Healthy Kids Survey data continues to highlight student connectedness and student wellness as an area of great priority. Surprisingly, there has been a significant drop in the School Climate Index for MVHS, particularly in the area of creating meaningful opportunities for student participation. The percentage of students “experiencing chronic sadness and

Expected	Actual
17-18 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) **Baseline** 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	hopelessness" has increased for both MVHS and LAHS, particularly for 11th graders. This is aligned to other indicators as measured in our mental health database, Healthmaster. There have been more cases reported of high stress and anxiety due to academic difficulties and family relationships. To assist students, the District-wide Wellness Task Force has also established a 3-tier system for providing wellness supports for all students, including the increase of mental health services available and school-wide focus on wellness efforts at the sites.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development: • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved & monitored by site principals • Professional Improvement Grants • Course Team Workshops	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 individualized support, lunch workshops, facilitates course team retreats, and coordinates the Learningpalooza, a summer staff development day to gain greater knowledge and hands-on experience. There remained a vacancy for the 3rd IST position all year which now has been filled for the 2018/19 school year.	Compensation for work outside the school day and for substitutes (CI) 1000-1999: Certificated Personnel Salaries $100,000 Cost for 6.5 hours of required PD for staff collaboration 1000-1999: Certificated Personnel Salaries $200,000 Professional Practice Fund 1000-1999: Certificated Personnel Salaries $300,000 3.0 FTE, IST team salaries 1000-1999: Certificated Personnel Salaries $330,000 Cost of Benefits 3000-3999: Employee Benefits $186,000 Costs associated with staff attending workshops and	Compensation for work outside the school day and for substitutes (CI) 1000-1999: Certificated Personnel Salaries 95,000 Cost for 6.5 hours of required PD for staff collaboration 1000-1999: Certificated Personnel Salaries 200,000 Funds were no longer available in 2017/18 2.0 FTE, IST team salaries 1000-1999: Certificated Personnel Salaries 299,174 Cost of Benefits 3000-3999: Employee Benefits 104,972 Costs associated with staff attending workshops and

	Examples of CI Funded and PD opportunities at the sites, include: • Lunch & Learn: Review the SBAC data with teachers • Review use of IABs Department and Course team • Workshops Conference attendance to CABE, Prepárate, CSET, AVID Summer Institute, NSTA/NGSS, ELPAC and CAASPP Institutes • Extensive training on the NGSS standards • Innovation team and AVID Site Team work • Counselors have visited several colleges across the United States and abroad. • Course Team Retreat Days for math, English, history, science and World Languages • Co-Teaching training for SPED and General Education teachers • Articulation with science teachers at partner middle schools • Articulation with ELA teacher at partner schools, IDWA (Inter-District Writing Assessment) Training was provided to various staff related to wellness services.	conferences hosted by professional organizations through the district's CI program 5000-5999: Services And Other Operating Expenditures $100,000	conferences hosted by professional organizations through the district's CI program 5000-5999: Services And Other Operating Expenditures 115,000

	Training included mindfulness, adolescent wellness, affective disorders, Stanford Wellness center, brain conference, crisis intervention.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual Chromebook refreshment	Over 1,300 Chromebooks were purchased in 2017/18 school year. Due to higher student enrollment and the need to replace older units, the quantities ordered were much higher leading to an increase in costs.	Chromebooks to refresh current inventory and accommodate student growth 4000-4999: Books And Supplies $140,000	Chromebooks to refresh current inventory and accommodate student growth 4000-4999: Books And Supplies 244,470

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Administrative teams convened throughout the school year to examine discipline data and calibrate procedures. This work was done in existing council meetings and did not require extra funding. Administrators attended various trainings at the county office to learn about alternatives to suspension, including Brief Intervention Training for substance abuse and safety training, Further training was identified for the 2018/19 school year.	Training on Restorative Justice Practices 1000-1999: Certificated Personnel Salaries $25,000	Safety Training, Brief Intervention Training, 400, 5000-5999: Services And Other Operating Expenditures 400

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption	In 2017/18, the Attendance Policy and school practices were examined by a district committee. A SARB process was reinstated in the spring semester. They will continue to discuss how the policy not only responds to truancy, but addresses the issue in a proactive manner. Two students were referred to Snell, the county-run alternative program for truancy and discipline.	Reservation of 3-5 slots in County-run alternative programs 5000-5999: Services And Other Operating Expenditures $10,000	Two spots were utilized 5000-5999: Services And Other Operating Expenditures 10,629

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School sites will develop comprehensive plans on how to support wellness in their schools. The Coordinator of Mental Health and Wellness reports to the Board on the progress achieved in the area of "Supporting Health and Well-being of Students and Staff".	Through the work of the District-wide Student Wellness Task Force, a plan for student wellness was developed using the MTSS/RTI (Multi-Tiered Systems of Support/Response to Intervention) tiered model of support where three levels of support are designed to meet the differentiated needs of students, including increase of mental health services available and school-wide focus on wellness efforts at the sites. The task force also examined the roles of the various staff that support wellness including the roles of the Student Services Coordinators, the mental health therapists, the site administrators and the Clinical Services Coordinator. Lastly, the task force presented at the March	Student Services Coordinator Salaries 1000-1999: Certificated Personnel Salaries $325,000 Benefits 3000-3999: Employee Benefits $100,000 Vendor Contracts 5000-5999: Services And Other Operating Expenditures $25,000	2 Student Services Coordinator Salaries 1000-1999: Certificated Personnel Salaries 356,000 Benefits 3000-3999: Employee Benefits 65,000 Healthmaster and Kognito 5000-5999: Services And Other Operating Expenditures 8,254 Wellness Resources 4000-4999: Books And Supplies 2,180

	26, 2018 board meeting to review the progress made. Training was provided to various staff related to wellness services. Training included mindfulness, adolescent wellness, affective disorders, Stanford Wellness center, brain conference, crisis intervention. Expenditures are embedded under Goal 1.1 Wellness resources were also provided to the school sites, including wellness resource cards that were provided to each student, incentives for wellness student groups and resources therapists used in working with students. Healthmaster was used as the database to store all wellness related student information. Kognito training provides a digital experience that prepares teachers and staff members for difficult conversations with students. The modules used included suicide prevention for students.

Analysis

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

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

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. Those actions that were not fully implemented are under review for the following school year. Student discipline and attendance continue to be areas of examination. The work that was accomplished will be carried over to the 2018/19 LCAP.

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

Overall student performance shows that growth in State and local indicators. Disaggregated data shows that our schools are making gradual progress to closing the achievement gap. Professional development is prioritized by all staff and 100% of teachers participate the district and site level learning. All students have access to a digital device in the classroom and have options to check out the device for home use. Wellness resources are highly utilized as reported by Healthmaster. As of March 2018, 653 students had been referred to Tier II wellness support services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

IST Team salaries and benefits: The salary for two staff increased as a result of negotiated pay increase. This covered the entire cost budgeted for three. A third member was not hired, therefore benefit costs only reflect two staff members.
Chromebooks: Due to higher student enrollment and the need to replace older units, the quantities ordered were much higher leading to an increase in costs.
Training for RJP: This training will be carried over to the 2018/19 school year.
Wellness training: Instead of calculating the PD costs under Goal 1.1, wellness training for staff was more fitting under Goal 1.5.

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.

For the 2018/19, additional actions will be added, including:
Exploration and design of a PBIS/MTSS model and Social Emotional Learning Curriculum
Explore alternative to suspension programs for substance abuse
Embed School-wide Wellness Tier I interventions (digital literacy, mindfulness, affirmative consent)

Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Records **17-18** 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. **Baseline** 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.	As previously mentioned, professional development is highly prioritized by the school and all staff. PD takes various forms as a staff wide meetings and in smaller setting with departments or course teams. The math department has been very engaged in professional learning particularly under the leadership of the math Instructional Support Team member. The math IST member (also referred to as the math coach) works individual teachers as well as with entire course teams. An example of the impact this work has had on the teaching practice, some course teams have used a math rubric (written by the math coach) to help align grading practices. Professional Learning experiences include: • Development of districtwide CCSS Tasks in math • 11 teachers attended Asilomar math training • Algebra 1 teachers adopted a CCSS aligned textbook at both sites. • Geometry teams working on aligning with CCSS principles. • Algebra 2 teams working on aligning with CCSS principles.

Expected	Actual
	• Leadership in Math Innovation conference • Course team retreats for Alg II and Geom
Metric/Indicator Classroom Observations **17-18** 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. **Baseline** 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.	The math coach provides demo lessons for a number of teachers in execution of tasked-based instruction, Reading Apprenticeship, student focused lessons and numeracy modeling lessons. The math coach has also assisted with rewriting assessment questions that are claim-based and not just procedural (ongoing). The math coach developed statistics and probability units aligned with CCSS content and practice standards to be used in Algebra 1, Geometry and Algebra 2.
Metric/Indicator SBAC Reports (also included in the District's Accountability Report **17-18** 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). **Baseline** District-wide, student performance is expected to continue to improve as measured by the SBAC assessment.	The percentage of students Meeting and Exceeding on the SBAC improved in math, particularly: All students showed an increase from 65% to 69% Latino students showed an increase from 27% to 39%. The highest gains for Latinos in math was at MVHS. • The percentage was higher (61%) for Latino students who were not classified as EL, SPED or SED. SPED students showed an increase from 14% to 21% AVID students' results showed a dramatic increase from 47% to 63% in math SED students' results showed improvement from 30% to 33% in math. The highest gains for SED in math were made at LAHS.
Metric/Indicator District Accountability Report **17-18** Algebra I GPA is expected to increase each year. (Consistent with performance targets established in the District's Accountability Report.)	The Algebra I average GPA for the Class of 2020 for both comprehensive schools showed improvement At MVHS, 2nd semester GPA increased from 2.01 to 2.50 for all grades 9-12. At LAHS, 2nd semester GPA increased from 2.09 to 2.14 for 9th graders and 1.68 to 2.07 for grades 10-12.

Expected	Actual
Baseline Algebra I GPA for the 2nd semester of the 2015-16 school year was: MVHS 2.01 (grades 9-12) LAHS 2.09 (Alg 9) 1.68 (Alg I gr 10-12)	
Metric/Indicator District Accountability Report **17-18** 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) **Baseline** 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 percentage of 12th graders (Class of 2017) who completed Alg II with a "C" or better maintained at 85%, compared to the percentage of Latino 12th graders that increased by 3% from 62% to 65% and for English Learners that increased by 8% from 27% to 35%. LAHS had higher gains in the percentage of Latino students meeting this target. The percentage of Algebra II completion was higher (82%) for Latino students who were not classified as EL, SPED or SED.
Metric/Indicator District Accountability Report **17-18** 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) **Baseline** 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 percentage of Algebra I students earning a D or F showed mixed results at the sites. At MVHS, the percentage of Algebra I students who earned a D or F: • decreased from 31% to 20% in Algebra I (one hour math course with no intervention) • increased from 18% to 34% in Algebra Enhanced, the majority Latino (two hour math course that includes intervention component) At LAHS, the percentage of Algebra I students who earned a D or F: • decreased from 31% to 27% in 9th grade Algebra I (one hour math course with no intervention) • decreased from 50% to 27% in 10-12th grade Algebra I (one hour math course with no intervention) • increased from 28% to 67% in Algebra Enhanced, the majority Latino (two hour math course that includes intervention component) Students enrolled in courses without the second hour of support performed better. Even Latino students performed better in the one-hour Algebra I course.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The accomplishments of students in math have been widely recognized at the site and district level. The sites organized various events where students receive recognition, including the Latino Awards, ELD awards, Senior Awards. The Latino Summit brings parents and students together to highlight student achievement. 4,000	Support Latino Awards assemblies and Latino Summit 5000-5999: Services And Other Operating Expenditures $20,000	Support Latino Awards assemblies and Latino Summit 5000-5999: Services And Other Operating Expenditures 20,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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,	As previously mentioned, professional development is highly prioritized by the school and all staff. PD takes various forms as a staff wide meetings and in smaller setting with departments or course teams. The math department has been very engaged in professional learning particularly under the leadership of the math Instructional Support Team member. The math IST member (also referred to as the math coach) works individual teachers as well as with entire course teams. An example of the	1.0 FTE, Math Coach, a member of the Instructional Support Team (IST) 1000-1999: Certificated Personnel Salaries $110,000 Cost of employee benefits 3000-3999: Employee Benefits $22,000 Math teachers attending conferences and workshops sponsored by professional organizations 5000-5999: Services And Other Operating Expenditures $50,000	1.0 FTE, Math Coach, a member of the Instructional Support Team (IST) 1000-1999: Certificated Personnel Salaries 119,341 Benefits 3000-3999: Employee Benefits 21,000 Math teachers attending conferences and workshops sponsored by professional organizations 5000-5999: Services And Other Operating Expenditures 38,000

using effective instructional practices and Common Core assessments in math classes. • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials.	impact this work has had on the teaching practice, some course teams have used a math rubric (written by the math coach) to help align grading practices. Refer to Goal #1, Action 1 and Goal #2 AMO for additional activities.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	In the summer of 2017, the district partnered with Alearn and SVEF to provide summer enrichment opportunities for incoming 9th grade and current 10th grade students in math. Four classes were offered in the summer that ranged from Accelerated Geometry to Skills builders in Alg II. Alearn and SVEF partially funded the program by paying materials and teacher training. The district funded the teachers' salaries. At both comprehensive skills, math support classes were offered to students in Algebra I and Geometry/Algebra II. Support was provided in three ways, an additional hour on math, spiraling the curriculum over two years or extending one content over two	2.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes 1000-1999: Certificated Personnel Salaries $220,000 Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp 1000-1999: Certificated Personnel Salaries $50,000 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 1000-1999: Certificated Personnel Salaries $220,000 Cost of benefits 3000-3999: Employee Benefits $98,000	2.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes 1000-1999: Certificated Personnel Salaries 280,858 Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp 1000-1999: Certificated Personnel Salaries 48,075 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 1000-1999: Certificated Personnel Salaries 241,173 Benefits 3000-3999: Employee Benefits 182,360

	years. All three models demonstrated growth in students. The At-Risk counselor monitors and supports students identified need intervention services through the Transition List. Students are offered tutoring and mentoring services Parent contact is also made to support students.		Instructional Aide support in math support classes 2000-2999: Classified Personnel Salaries 151,148
			Benefits 3000-3999: Employee Benefits 78,682

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The MVLA Foundation funded 14 reduced class-sized sections of Algebra I. By reducing the class size in these courses, teachers were able to provide more personal attention to students who struggle in math. Teachers report that they were able to differentiate their instruction by creating small groupings of students.	2.8 FTE, Additional staff to keep classes at 20:1 in math 1000-1999: Certificated Personnel Salaries $308,000	2.8 FTE, Additional staff to keep classes at 20:1 in math 1000-1999: Certificated Personnel Salaries 334,260
		Cost of benefits 3000-3999: Employee Benefits $61,600	Benefits 3000-3999: Employee Benefits 113,939

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Articulation with the Mountain View Whisman and Los Altos Elementary school districts was a focus in 2017/18. The math coaches of all three districts met monthly to discuss teacher collaboration, the annual math assessment for Algebra I and program pathways.	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 1000-1999: Certificated Personnel Salaries $5,000	Carried over to 2018/19

	The Silicon Valley's Mathematics Assessment Collaborative or MAC assessment was used as the common assessment for Algebra I. All 8th grade and 9th grade students took the test in the spring and received the results at the end of the semester for review. The coaches debriefed the results with the teachers to examine areas of reinforcement and reteaching. Due to time constraints, the geometry common assessment was not given. This will be carried over to 2018/19. Teacher collaboration was also limited and will be a focus for the 2018-19. Another outcome of the articulation efforts with the partner districts was the Math Night that was held in January. The goal was to inform our future families of the various math and STEM options available for students once they reach high school.	Food and meeting supplies 4000-4999: Books And Supplies 5,000 Cost of travel 5000-5999: Services And Other Operating Expenditures $2,000	MAC Printing costs, meeting expenses 4000-4999: Books And Supplies 818 Carried over to 2018/19 MAC Assessment Scoring Cost 5000-5999: Services And Other Operating Expenditures 6044

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor and ensure appropriate placement with incoming 9th grade students in math.	The partner districts provide demographic and student assessment data for all incoming 9th graders early in the spring. This information is compiled in a document known as the Transition List. The Transition List includes language fluency status, special	No costs associated with this action.	No costs associated with this action.

	programs status, semester grades, 7th grade SBAC scores, and latest CELDT scores. These multiple measures are used to examine the placement of students in high school math. MAC assessment scores are added later once they become available. Students that score below a certain level and earn a D or F in math are contacted over the summer to discuss intervention options, such as Algebra I Enhanced.

Analysis

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

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

Overall, the actions and services for this goal have been successfully implemented. A larger percentage of funds in Goal 2 went into salaries and professional development, which can have the greatest impact on student learning. Those actions that were not fully implemented are under review for the following school year. Teacher articulation with the middle schools continue to be areas of focus. The work that was accomplished will be carried over to the 2018/19 LCAP.

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

In general, there were improvements in math performance across all student groups in all indicators. Dramatic improvements were seen in SBAC math performance, as well as increases in earning a C or better in Algebra II among student groups. There remains a subgroup of students who struggle in Algebra I. Through the compilation of the Transition List, we target this group by recruiting them to the math enrichment summer program prior to entering high school. We also offer a second hour of math support. Teacher collaboration among the Algebra I and math support classes is critical to the success of this group of students. Continuing alignment across math courses and articulation with the middle schools continues to be a high priority.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences in salaries due to negotiated increases. In Action #3, instructional associate were placed in support classes which incurred a cost. In Action #5, articulation between teachers at the middle and high schools was delayed for various reasons, therefore the associated budget was not fully utilized. This action will be carried over to 2018/19. The common assessment cost was not budgeted in the 2017/18 LCAP, however, it is an associated cost to Action #5.

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

There are no changes to this goal, outcomes, metric or actions.

Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Dashboard **17-18** Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation Rates Suspension Rates English Learner Progress	According to the Fall 2017 CA Dashboard, graduation rates have maintained for English Learners. • Districtwide: 90% graduation rate, Green rating for EL students, decreased by 0.8% • LAHS: 100% graduation rate, Blue rating for EL students, increased by 4% • MVHS: 84.6% graduation rate, Yellow rating for EL students, decreased by 4% According to the Fall 2017 CA Dashboard, there has been an increase of suspension rates for English Learners.

Expected	Actual
Baseline In 2015-16 the English proficiency rating for English Learners on the State Dashboard was “green” (met expectations).	• Districtwide: 4.2% suspension rate, Orange rating for EL students, increased by 0.8% • LAHS: 3.6% suspension rate, Orange rating for EL students, increased by 1.5% • MVHS: 4.6% suspension rate, Orange rating for EL students, increased by 0.4% According to the Fall 2017 CA Dashboard, there has been an improvement in English Learner Progress. • Districtwide: 90.7% EL Progress rate, Blue rating for EL students, increased by 7% • LAHS: 96.9% EL Progress rate, Blue rating for EL students, increased by 9% • MVHS: 85.1% EL Progress rate, Blue rating for EL students, increased by 3%
Metric/Indicator District Accountability Report **17-18** Improve EL SBAC scores annually (to meet the growth targets set forth in the District’s Accountability Report) **Baseline** SBAC scores for LEP students are the lowest of all student groups.	English Learners among the lowest on the SBAC across the district. MVHS SBAC ELA Met/Exceed # 2 SBAC ELA Met/Exceed % 11% (1% increase) - Met target SBAC Math Met/Exceed # 2 SBAC Math Met/Exceed % 8% (10% decrease) - Did not meet target LAHS SBAC ELA Met/Exceed # 1 SBAC ELA Met/Exceed % 5% (maintained) - Did not meet target SBAC Math Met/Exceed # 0 SBAC Math Met/Exceed % 0% (5% decrease) - Did not meet target
Metric/Indicator State English Learner Progress and Proficiency Report **17-18** 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 District’s Accountability Report)	Data was provided by the State for the 2017/17 school year.

Expected	Actual
Baseline 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 English Proficiency.	
Metric/Indicator DataQuest **17-18** Continue to improve Redesignation rates for ELs annually (as reported in the District’s Accountability Report, based on DataQuest reports) **Baseline** Redesignation rates reported on DataQuest reached 14% in 2015-16	Redesignation rates increased overall. MVLA EL Redesignation # 73 EL Redesignation % 20.2% (6% growth - Met target) MVHS EL Redesignation # 40 EL Redesignation % 21.3% (9% growth - Met target) LAHS EL Redesignation # 33 EL Redesignation % 24.6% (2% growth - Did not meet target)
Metric/Indicator State ELD Accountability Report **17-18** English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board **Baseline** English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board	The ELPAC was first administered in February 2018. Scores have not been not released to examine progress.
Metric/Indicator District Accountability Report **17-18** 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) **Baseline** In 2016, 13% of the ELLs took one or more AP classes.	Although the number of students at LAHS who took at least one AP course increased, the sites and districtwide target was not met. MVLA Stu w/ at Least 1 AP Class # 29 Stu w/ at Least 1 AP Class % 10% (decreased by 3% - did not meet target) MVHS Stu w/ at Least 1 AP Class # 17 Stu w/ at Least 1 AP Class % 11% (decreased by 6% - did not meet target) LAHS Stu w/ at Least 1 AP Class # 12 Stu w/ at Least 1 AP Class % 9% (increased by 3% - did not meet target)

Expected	Actual
Metric/Indicator District Accountability Report **17-18** Increase EL unweighted GPA annually (based on Aeries Query and reported in District's Accountability Report) **Baseline** In 2015-16, EL students earned an unweighted GPA of 2.48	Overall, English Learners' unweighted GPA increased and the target was met districtwide and at MVHS. MVLA Unweighted GPA 2.58 (increased by .10 - Met target) MVHS Unweighted GPA 2.63 (increased by .13 - Met target) LAHS Unweighted GPA 2.48 (increased by .02 - Did not meet target)
Metric/Indicator District Accountability Report **17-18** Improve % of EL Freshmen with EOY GPA >2.0 (based on Aeries Query and reported in District Accountability Report) **Baseline** 80% of EL students earned a GPA of 2.0 or above in 2015-16	The percentage of 9th grade ELs earning a 2.0 or above decreased districtwide due to the 10% decrease at LAHS. MVHS ELs met the target. MVLA Freshman GPA > 2.0 77% (decreased by 3% - Did not meet target) MVHS Freshman GPA > 2.0 76% (increased by 3% - Met target) LAHS Freshman GPA > 2.0 79% (decreased by 10% - Did not meet target)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course	The ELD and SDAIE teachers at MVHS met throughout the year to discuss the progress of students and to discuss teaching practices that best support EL students.	Conference expenses 5000-5999: Services And Other Operating Expenditures $2,000	Conference expenses 5000-5999: Services And Other Operating Expenditures 8,000

content, skills, assessment and expectations. Ensure that the district's ELD program is based on State ELD Standards.	A team of ELD teachers, the ELD Assistant, a site administrator and a member of the IST Team participated in the ELPAC Academy to learn about the new assessment and how the ELD/ELA should reflect in curriculum. The same team attended the CABE conference where they learned from other districts with model ELD and EL programs. Lastly, the team visited a neighboring district to examine ELD and content area SDAIE curriculum, teaching practices and support systems for EL students. More work needs to be done to partner with middle schools to collaborate and align curriculum. This will be a focus in 2018-19.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	There was increase of offerings for EL students, including those who are newcomers in ELD I. The additional courses that were offered were Pre-Environmental Science, Social Studies ELL, and Civics/Econ ELL. The teachers assigned to these courses collaborated with the ELD teachers to ensure that the	0.6 FTE, 3 sections of classes designed especially to help ELLs access content classes required for graduation 1000-1999: Certificated Personnel Salaries $66,000 Cost of benefits 3000-3999: Employee Benefits $13,200	0.6 FTE, 3 sections of classes designed especially to help ELLs access content classes required for graduation 1000-1999: Certificated Personnel Salaries 66,000 Benefits 3000-3999: Employee Benefits 13,000

	ELD/ELA standards were embedded in the curriculum. The teachers researched grade-level and language proficiency appropriate materials for students in ELD 1-3.		Instructional Materials 4000-4999: Books And Supplies 10,000
			Instructional Associates in new courses 2000-2999: Classified Personnel Salaries 91,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Latino families had multiple ways to participate in the school community, including, the monthly Cafesito/Lucha site meetings, the quarterly ELAC and DELAC, the second cohort of PIQE workshops, various LCAP stakeholder input meetings, and variety of celebratory events at the sites. MVLA places great emphasis on empowering our families to be strong advocates for their students. Attendance to these events varies, however, families stay connected to the school in multiple ways. The Parent Outreach Liaisons are key to helping the families stay connected with the school community. The Principals' newsletters are translated in Spanish so that Latino parents can stay engaged even if they cannot attend a school event.	Materials and supplies needed to host community events 4000-4999: Books And Supplies $25,000	Materials and supplies needed to host community events 4000-4999: Books And Supplies 25,000
		Contract with PIQE & FEI to provide 3-9 week cycles for parents to attend 2 hour weekly seminars 5000-5999: Services And Other Operating Expenditures $50,000	Contract with PIQE to provide 2 levels of 9 week cycles for parents to attend 2 hour weekly seminars 5000-5999: Services And Other Operating Expenditures 14,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to celebrate the academic achievement of Latino students, especially ELL's through events sponsored by the ELD department and Latino community outreach groups.	Latino students' accomplishments were recognized throughout the year, whether it be quarterly awards through the Academy at LAHS or at the end of the year in the multiple awards ceremonies. At LAHS, students were celebrated and acknowledged at the Latino Summit and the Latino Awards. At MHVS, students were celebrated and acknowledged at the ELD Awards and the Latino Awards.	Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit 4000-4999: Books And Supplies $25,000	Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit 5000-5999: Services And Other Operating Expenditures 25,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.	Latino families had multiple ways to participate in the school community, including, the monthly Cafesito/Lucha site meetings, the quarterly ELAC and DELAC, the second cohort of PIQE workshops, various LCAP stakeholder input meetings, and variety of celebratory events at the sites. MVLA places great emphasis on empowering our families to be strong advocates for their students. ELAC and DELAC meetings included training on school systems, data analysis and the LCAP process. Four Latino parents representing DELAC presented at April 16, 2018 Board Meeting.	No cost associated with this action.	No cost associated with this action.

Analysis

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

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

As described under each action, all of the actions and services that were planned were implemented districtwide.

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

The actions and services that were implemented in 2017/18 allowed for moderate progress in meeting targets for ELs. In some areas, EL students showed growth, particularly in the areas on EL proficiency. This may be attributed to the work teachers have been doing with the newly adopted ELD/ELA standards. Other areas such as the SBAC and taking AP courses, ELs did not make any progress. It's important to note the successes, although small, that the district is seeing among ELs. Building partnerships with parents and building their knowledge of how to best support students will continue to lead us to positive student outcomes. An area on focus will be to address the increase of suspensions as that has not been in pattern in years past.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under Action #2, a budget line item had not been previously identified for new materials that is essential to offering new courses. Under Action #3, it was decided not to partner with FEI (Family Engagement Institute at Foothill College) therefore that cost was not incurred. FEI was not well attended by families and the sites offered the same services without families needing to travel far.

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.

The following actions will be embedded in the 2018/19 LCAP under Goal #3.
Offer an Academic Skills class for newcomer EL students. Class will include academic, social/emotional and mentoring services
Provide targeted professional development opportunities for teachers assigned to ELD, SDAIE and courses with a high number of LTEL and RFEP students.
Continue to offer PIQE - Parent Institute for Quality Education, parents workshops in Spanish, including Level II for those families who participated this year
Designate an academic counselor at MVHS to work with all newcomer EL students
Explore database systems to monitor EL student progress, including RFEP students.

Annual Update

LCAP Year Reviewed: 2017-18

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

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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Accountability Report **17-18** Improve Special Ed students' academic performance across all Indicators. **Baseline** Special Ed students' academic performance across all Board-adopted Indicators of Student Achievement will improve as measured by the District Accountability Report.	In general, Special Ed students' academic performance did not improve in 2016/17. The area of growth was on the SBAC at LAHS, particularly in ELA with a 26% increase of students exceeding or meeting standard. Exceeding or Meeting standard on the SBAC SBAC - ELA MVHS Special Ed (R) 58% (4% increase - Didn't meet target) LAHS Special Ed (R) 47% (26% increase - Met target) SBAC - Math MVHS Special Ed (R) 25% (10% decrease - Didn't meet target) LAHS Special Ed (R) 29% (6% increase - Met target) Decrease of 10% in a-g completion from 32% to 22% Decrease of 9% in graduation rate from 93% to 82%

Expected	Actual
	Decrease of 4% in completion of Algebra II with a C or better Decrease of 9% of 9th graders earning a 2.0 GPA or better Decrease of 6% of 9th graders earning a 3.0 GPA or better Decrease of 2% of students with 1 or more AP classes
Metric/Indicator Software **17-18** Track/measure the effectiveness of mental health support provided to SPED student by district and CHAC therapists (Health Master) **Baseline** A new software, Healthmaster will be used to track/monitor students in crisis and provide staff with data and information that will facilitate assessing the impact of therapeutic services provided by the districts' Mental Health staff.	Special Ed students who have therapy services written into their IEP are part of the mental health therapists' caseloads. The Healthmaster database system is used by the mental health therapists to document their services with all students, including Special Ed students. Healthmaster also provides summary data of the needs of students. For example, we learned through the Healthmaster data analysis feature that there have been more cases reported of high stress and anxiety due to academic difficulties and family relationships.
Metric/Indicator District Records **17-18** Improve training opportunities for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito) **Baseline** Too many students are placed in 'restrictive environments'. Both schools are adding Co-taught classes to create an environment where some SDC students can find success in classes with non-SPED peers.	The Student Services Coordinators and Mental Health Team provided training in crisis prevention to all teachers. Kognito was offered as a follow tool to practice having difficult conversations with students about crisis situations.
Metric/Indicator District Records **17-18** 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) **Baseline** The District will improve its statistics on disproportionality with reductions in the number of Special Ed students who are suspended and sent to alternative programs, e.g., AVHS Continuation and AVO.	The percentage of Special Ed students that were suspended did not decrease. Students at MVHS experienced more challenges in this area. The Administration is examining this data to determine how to best address students' needs. CA Dashboard Areas of "Red" or "Orange" ratings: Increase of suspension rates for SPED students Districtwide Orange for SPED students, increased by 3% LAHS Orange for All students, increased by 0.5% Orange for SPED students, increased by 2.3%

Expected	Actual
	MVHS Orange for All students, increased by 1.1% Red for SPED students, increased significantly by 3.7% The number of Co-taught sections increased at LAHS. MVHS only offered one co-taught section in math. Positive results were observed in the co-taught classes. A need to run successful co-taught classes is in depth training and collaboration time for teachers.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods	The IST Team supported all teachers with instructional methods, differentiation and assessment methods. They provided individualized coaching and course team/department support. They offered after school workshops and Lunch & Learns where they trained teachers on various methods. The Special Education department also offered after school workshops for teachers on the following topics: • Basic Principles of Universal Design for Learning • MTSS (Multi-tiered Systems of Support) • Introduction to Co-Teaching	Costs are embedded in Prof Dev & support provided to teachers through IST 0	Costs are embedded in Prof Dev & support provided to teachers through IST 0

	• Least Restrictive Environment (LRE) and Inclusion • Understanding the IEP and 504 Processes		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 and AVHS • Family Engagement • Add a bilingual therapist with training in Behavior Management at each site	The Wellness and Special Education departments worked together this year to identify students who required Tier II and Tier III interventions. Alta Vista Opportunity School (AVO) served 2nd semester 9th graders and 10th graders that needed a smaller, personalized environment. Both general ed and Special Ed students were served by AVO. The self-contained class offered academic and emotional support. The Community Resources Coordinator, who is a social worker and also bilingual, worked with the students and their families. Therapy services were provided to students on a ongoing basis. Each site was assigned a full-time mental health therapist that was bilingual in English and Spanish.	2.0 FTE Mental Health Therapists 1000-1999: Certificated Personnel Salaries $220,000 1.4 FTE, AVO 1000-1999: Certificated Personnel Salaries $154,000 Cost of benefits 3000-3999: Employee Benefits $74,800	2.0 Mental Health Therapists; 1.0 Community Resources Coordinator 1000-1999: Certificated Personnel Salaries 330,000 1.4 FTE, AVO 1000-1999: Certificated Personnel Salaries 150,000 Cost of benefits (3.4 FTE) 3000-3999: Employee Benefits 81,600

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.	The number of Co-taught sections increased at LAHS. MVHS only offered one co-taught section in math. Positive results were observed in the co-taught classes. A need to run successful co-taught classes is in depth training and collaboration time for teachers. Both sites will expand the number of co-taught sections in 2018/19.	1.6 FTE, Co-Teaching 1000-1999: Certificated Personnel Salaries $110,000 Collaboration time for teachers/training for co-teaching 1000-1999: Certificated Personnel Salaries $25,000 Cost of benefits 3000-3999: Employee Benefits $27,000	1.6 FTE, Co-Teaching 1000-1999: Certificated Personnel Salaries 166,201 Collaboration time for teachers/training for co-teaching 1000-1999: Certificated Personnel Salaries 15,000 Benefits 3000-3999: Employee Benefits 28,254

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The sites collaborated with the middle schools on a number of occasions. The Special Ed Directors met to discuss co-teaching and transition of 8th graders. Co-teaching teachers from the high school and middle school were trained together on co-teaching.	No new cost associated with this action.	No new cost associated with this action.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore adding a new class on Executive Functioning	MVHS piloted a course called "Academic Conversations" which embedded executive functioning skills. The course serves students with autism and general-perspective taking challenges. The course provides students the skills to work in groups, content with	0.4 FTE 1000-1999: Certificated Personnel Salaries $44,000 Cost of benefits 3000-3999: Employee Benefits $8,800	0.2 FTE 1000-1999: Certificated Personnel Salaries 22,000 Benefits 3000-3999: Employee Benefits 3,740

	conflict, express their emotions clearly and understand perspectives of others. LAHS will be piloting the course in 2018/19.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor suspensions and referral to Alternative Ed.	The percentage of Special Ed students that were suspended did not decrease. Students at MVHS experienced more challenges in this area. The Administration is examining this data to determine how to best address students' needs.	No cost associated with this action.	No cost associated with this action.

Analysis

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

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

There was substantial effort to implement the actions and services in this area. Much collaboration between general ed and Special ed teachers occurred to implement co-teaching and to plan expansion for 2018/19. There was also much collaboration between the Special Education and Mental Health department to best identify the needs and services for students.

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

The data around the performance of Special Ed students does not reflect the effort that has been invested in meeting their needs. Almost all indicators did not show progress with the exception of the ELAC SBAC. This tells us that the needs of Special Education students remains a high priority. With the growth in the identification of students in Special Ed, the sites will face even more challenges in serving this population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Under 4.2, the FTE increased to include the 1.0 FTE Community Resources Coordinator who supports families and students in the AVO program, as well as Foster/Homeless Youth in all sites.
Under Action 4.5, only one section of Academic Conversations was offered at MVHS. Additional sections will be added in the 2018/19 at LAHS.

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 changed were made to this goal.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

The district and the board regularly review student outcome data. In December of 2017, 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. Both comprehensive high schools were also going through the WASC self-study process which allowed for both processes to come together and share stakeholder feedback.

Gathering stakeholder input is one of the key principles and state priorities in the development of the LCAP. The consultation process included building familiarity on the importance of the LCAP, collecting feedback through need assessment surveys, analyzing data sets, interviews of various groups, and ultimately, the collecting recommendations from the advisory panels. The following stakeholder groups were involved in the LCAP consultation process.

ELAC Meeting - MVHS - Needs Assessment Survey- Aug 30, 2017
ELAC Meeting - LAHS - Needs Assessment Survey- Sept 20, 2017
DELAC Meeting - Needs Assessment - Oct 11, 2017
ELAC Meeting - Data Analysis - MVHS - Jan 23, 2018
Assistant Principals Council - Data Analysis - February 13, 2018
LUCHA Parent Meeting - WASC Debrief - February 19, 2018
Districtwide LCAP Advisory Committee - Data Analysis and Actions Review - March 19 & April 2, 2018 (Staff, Parent, Student, Community, Admin, DTA, CSEA)
Instructional Support Team - Data Analysis and Actions Review - March 5, 2018
Student Leadership & ASB - MVHS - March 6, 2018
Latino Summit Parent Focus Groups and Survey - March 10, 2018
Student Leadership & ASB - LAHS - March 20, 2018
PTSA - MVHS Needs Assessment Survey- March 14, 2018
PTSA - LAHS Needs Assessment Survey- March 15, 2018
ELAC Meeting - LAHS Needs Assessment Survey - March 27, 2018
DELAC Meeting - Approval of the LCAP goals and actions - April 5, 2018

The Public Hearing was held on June 11, 2018 and the Board adopted the LCAP on June 18, 2018.

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 Academic Support class for EL Newcomer students, incorporating Social Emotional Learning to the curriculum and expanding co-teaching sections at each site. 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
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

All students will receive high quality, 21st century instruction in Common Core and NGSS standards by highly qualified teachers. The instructional environment and overall school climate contribute to full attendance, positive behavior, and opportunities to meet individual academic, social, and emotional needs.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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 Attachments)
There is evidence of disproportionate suspension rates for English Learners, Latino and Special Needs students.
There is a continued need to review and revise of the district's Attendance Policy.
According to the CA Healthy Kids Survey Data, there is a need to address school connectedness and stress/high anxiety among students.

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
Board Minutes of Public Hearing	Every student in the school district has sufficient access to standards-aligned instructional materials.	Every student in the school district has sufficient access to standards-aligned instructional materials.	Every student in the school district has sufficient access to standards-aligned instructional materials.	Every student in the school district has sufficient access to standards-aligned instructional materials.
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	Classrooms and campuses will be	Classrooms and campuses will be	Classrooms and campuses will be

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback.	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

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development: ? Curriculum Institute ? Instructional Support Team ? Six days of annual site-level PD ? 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved & monitored by site principals ? Professional Improvement Grants ? Course Team Workshops	Professional Development: • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved & monitored by site principals • Course Team Workshops	Professional Development: • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved & monitored by site principals • Course Team Workshops

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$103,500	$107,123
Budget Reference	1000-1999: Certificated Personnel Salaries Compensation for work outside the school day and for substitutes (CI)	1000-1999: Certificated Personnel Salaries Compensation for work outside the school day and for substitutes (CI)	1000-1999: Certificated Personnel Salaries Compensation for work outside the school day and for substitutes (CI)
Amount	$200,000	$207,000	$214,245
Budget Reference	1000-1999: Certificated Personnel Salaries Cost for 6.5 hours of required PD for staff collaboration	1000-1999: Certificated Personnel Salaries Cost for 6.5 hours of required PD for staff collaboration	1000-1999: Certificated Personnel Salaries Cost for 6.5 hours of required PD for staff collaboration
Amount	$300,000		
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Practice Fund		
Amount	$330,000	350,000	360,000
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE, IST team salaries	1000-1999: Certificated Personnel Salaries 3.0 FTE, IST team salaries	1000-1999: Certificated Personnel Salaries 3.0 FTE, IST team salaries
Amount	60,000	65,000	70,000
Budget Reference	3000-3999: Employee Benefits Cost of Benefits	3000-3999: Employee Benefits Cost of Benefits	3000-3999: Employee Benefits Cost of Benefits
Amount	$80,000	$100,000	$120,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program	5000-5999: Services And Other Operating Expenditures Costs associated with staff attending workshops and conferences hosted by professional organizations through the district's CI program	5000-5999: Services And Other Operating Expenditures 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:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Annual Chromebook refreshment	Annual Chromebook refreshment	Annual Chromebook refreshment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$140,000	$200,000	$200,000
Budget Reference	4000-4999: Books And Supplies Chromebooks to refresh current inventory and accommodate student growth	4000-4999: Books And Supplies Chromebooks to refresh current inventory and accommodate student growth	4000-4999: Books And Supplies 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:

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

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 review and calibrate suspension practices and continue to work on expanding alternatives to suspensions, Explore alternative to suspension programs for substance abuse.	Site Teams continue to implement new Suspension practices and continue to work on expanding alternatives to suspensions

Budgeted Expenditures

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

Action 4

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

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

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption	Continue to review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption	Implement the new Attendance Policy

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$30,000	$30,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Reservation of 3-5 slots in County-run alternative programs	5000-5999: Services And Other Operating Expenditures Reservation of 3-5 slots in County-run alternative programs	5000-5999: Services And Other Operating Expenditures 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:

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

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

School sites will develop comprehensive plans on how to support wellness in their schools. The Coordinator of Mental Health and Wellness reports to the Board on the progress achieved in the area of "Supporting Health and Well-being of Students and Staff".	School sites continue to implement actions identified in 2017-18 that will support Health and Well-being of students and staff. Embed School-wide Wellness Tier I interventions (digital literacy, mindfulness, affirmative consent)	School sites continue to implement actions identified in 2017-18 that will support Health and Well-being of students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$325,000	$360,000	$370,000
Budget Reference	1000-1999: Certificated Personnel Salaries Student Services Coordinator Salaries and Benefits Vendor Contracts	1000-1999: Certificated Personnel Salaries Student Services Coordinator Salaries and Benefits Vendor Contracts	1000-1999: Certificated Personnel Salaries Student Services Coordinator Salaries and Benefits Vendor Contracts
Amount	$100,000	$100,000	$100,000
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		25,000	25,000
Budget Reference		5000-5999: Services And Other Operating Expenditures Tier I Interventions at Sites	5000-5999: Services And Other Operating Expenditures Tier I Interventions at Sites

Action 6

All [Add Students to be Served selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	Exploration and design of a PBIS/MTSS model and Social Emotional Learning Curriculum	Implement Social Emotional Learning curriculum

Budgeted Expenditures

Amount		20,000	20,000
Budget Reference		5000-5999: Services And Other Operating Expenditures Curriculum and Training	5000-5999: Services And Other Operating Expenditures Curriculum and Training

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Improve the performance of ALL students in math (Algebra I, Algebra II and Geometry) with the specific goal of increasing the rate of students 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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

In 2016-17, 85% of ALL 12th graders completed Alg II with a "C" or better (1% drop from 2015/16). The percentage of Latino 12th graders increased by 3%, from 62% to 65%. Although the number of Latinos rose by 3%, there still remains a substantial achievement gap in Algebra II completion with a "C" or better.

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	Teachers will continue to be engaged in professional development and will	Teachers will continue to be engaged in professional development and will	Teachers will continue to be engaged in professional development and will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	small group support from Instructional Support Team coaches with the aim of transforming their teaching practices.	receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.	receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.	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 2nd semester of the 2015-16 school year was: MVHS 2.01 (grades 9-12) LAHS 2.09 (Alg 9) 1.68 (Alg I gr 10-12)	Algebra I GPA is expected to increase each year. (Consistent with performance targets established in the District's Accountability Report.)	Algebra I GPA is expected to increase each year. (Consistent with performance targets established in the District's Accountability Report.)	Algebra I GPA is expected to increase each year. (Consistent with performance targets established in the District's Accountability Report.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

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

Action 1

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	$20,000	$25,000	$25,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Support Latino Awards assemblies and Latino Summit	5000-5999: Services And Other Operating Expenditures Support Latino Awards assemblies and Latino Summit	5000-5999: Services And Other Operating Expenditures Support Latino Awards assemblies and Latino Summit

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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	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	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

Common Core assessments in math classes. • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials.	and Common Core assessments in math classes. • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials.	and Common Core assessments in math classes. • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$110,000	$120,000	$125,000
Budget Reference	1000-1999: Certificated Personnel Salaries 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)	1000-1999: Certificated Personnel Salaries 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)	1000-1999: Certificated Personnel Salaries 1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)
Amount	$22,000	$22,770	$23,567
Budget Reference	3000-3999: Employee Benefits Cost of employee benefits	3000-3999: Employee Benefits Cost of employee benefits	3000-3999: Employee Benefits Cost of employee benefits
Amount	$50,000	$50,000	$50,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Math teachers attending conferences and workshops sponsored by professional organizations	5000-5999: Services And Other Operating Expenditures Math teachers attending conferences and workshops sponsored by professional organizations	5000-5999: Services And Other Operating Expenditures 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:

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

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

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-10 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students. Partner with Alearn/SVEF to provide summer enrichment courses. Integrate online math tools to build students' skills (IXL). Intervention/At-RiskCounselor monitors students' progress and communicates with families.	Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students. Partner with Alearn/SVEF to provide summer enrichment courses. Integrate online math tools to build students' skills (IXL). Intervention/At-RiskCounselor monitors students' progress and communicates with families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$220,000	$410,000	$430,000
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes	1000-1999: Certificated Personnel Salaries 3.0 FTE, Staffing cost associated with fifteen sections of Enhanced/Skills classes	1000-1999: Certificated Personnel Salaries 3.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes
Amount	$50,000	$51,750	$53,561
Budget Reference	1000-1999: Certificated Personnel Salaries Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp	1000-1999: Certificated Personnel Salaries Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp	1000-1999: Certificated Personnel Salaries Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp
Amount	$220,000	$280,000	$285,000
Budget Reference	1000-1999: Certificated Personnel Salaries 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	1000-1999: Certificated Personnel Salaries 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	1000-1999: Certificated Personnel Salaries 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	$118,000	$120,000
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits
Amount		10,000	10,000
Budget Reference		5000-5999: Services And Other Operating Expenditures IXL Online Subscription	5000-5999: Services And Other Operating Expenditures IXL Online Subscription

Amount		150,000	155,000
Budget Reference		2000-2999: Classified Personnel Salaries Instructional Associates	2000-2999: Classified Personnel Salaries Instructional Associates
Amount		14,000	14,000
Budget Reference		5000-5999: Services And Other Operating Expenditures Data Zone warehouse	5000-5999: Services And Other Operating Expenditures Data Zone warehouse
Amount		50,000	50,000
Budget Reference		4000-4999: Books And Supplies Instructional Materials and Curriculum for intervention courses	4000-4999: Books And Supplies Instructional Materials and Curriculum for intervention courses
Amount		20,000	20,000
Budget Reference		1000-1999: Certificated Personnel Salaries Collaboration time for Intervention Teachers	1000-1999: Certificated Personnel Salaries Collaboration time for Intervention Teachers

Action 4

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

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

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS
Specific Grade Spans: 9
[Add Location(s) selection here]

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	$330,000	$335,000	$340,000
Budget Reference	1000-1999: Certificated Personnel Salaries 2.8 FTE, Additional staff to keep classes at 20:1 in math	1000-1999: Certificated Personnel Salaries 2.8 FTE, Additional staff to keep classes at 20:1 in math	1000-1999: Certificated Personnel Salaries 2.8 FTE, Additional staff to keep classes at 20:1 in math
Amount	60,000	63,000	66,000
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits

Action 5

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

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

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

All [Add Students to be Served selection here]	All Schools Specific Schools: LAHS, MVHS Specific Grade Spans: 9 [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,175	$5,356
Budget Reference	1000-1999: Certificated Personnel Salaries 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	1000-1999: Certificated Personnel Salaries 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	1000-1999: Certificated Personnel Salaries 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
Amount	5,000	$5,000	$5,000
Budget Reference	4000-4999: Books And Supplies Food and meeting supplies	4000-4999: Books And Supplies Food and meeting supplies	4000-4999: Books And Supplies Food and meeting supplies
Amount	$2,000	$2,000	$2,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of travel	5000-5999: Services And Other Operating Expenditures Cost of travel	5000-5999: Services And Other Operating Expenditures Cost of travel
Amount		6,000	6000
Budget Reference		5000-5999: Services And Other Operating Expenditures MAC Assessments	5000-5999: Services And Other Operating Expenditures MAC Assessments

Action 6

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

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

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS
Specific Grade Spans: 9
[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Monitor and ensure appropriate placement with incoming 9th grade students in math.	Monitor and ensure appropriate placement with incoming 9th grade students in math.	Monitor and ensure appropriate placement with incoming 9th grade students in math.

Budgeted Expenditures

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

Action 7

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

	Instructional Materials and Professional Development for support classes and teachers.	

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Improve the performance of English Language Learners on Board-adopted Indicators and on State Dashboard measures

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

In 2016-17, English Learners continued to perform lower than most other subgroups on most state and local indicators.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 English Proficiency.	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 District's Accountability Report)	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 District's Accountability Report)	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 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)
State ELD Accountability Report	English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board	English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board	English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board	English Learners are making progress toward English proficiency as measured by the ELPAC, as certified by the state board
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	Increase the number of EL students enrolled in at least one AP class from the 13% (Reported	Increase the number of EL students enrolled in at least one AP class from the 13% (Reported

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		as part of Student LCAP Outcomes in 2015-16)	as part of Student LCAP Outcomes in 2015-16)	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)

Planned Actions / Services

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

Action 1

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

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

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

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools Specific Schools: MVHS only Specific Grade Spans: 9-12 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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. Ensure that the district's ELD program is based on State ELD Standards.	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. Ensure that the district's ELD program is based on State ELD/ELA Standards. Promote collaboration among ELD and content area teachers to design specialized instruction for ELs. Purchase materials that support the language acquisition and content learning for ELs.	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. Ensure that the district's ELD program is based on State ELD/ELA Standards. Promote collaboration among ELD and content area teachers to design specialized instruction for ELs. Purchase materials that support the language acquisition and content learning for ELs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	20,000	20,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Travel	5000-5999: Services And Other Operating Expenditures Meeting expenses, subs, food, training costs	5000-5999: Services And Other Operating Expenditures Meeting expenses, subs, food, training costs
Amount		10,000	10,000
Budget Reference		4000-4999: Books And Supplies Books, Instructional Materials	4000-4999: Books And Supplies Books, Instructional Materials
Amount		25,000	25,000
Budget Reference		5000-5999: Services And Other Operating Expenditures Consultant to review EL Program (master plan, PD, monitoring)	5000-5999: Services And Other Operating Expenditures Consultant to review EL Program (master plan, PD, monitoring)

Action 2

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

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

[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
[Add Students to be Served selection here]

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

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

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

All Schools
Specific Schools: MVHS only
Specific Grade Spans: 9-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
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	Continue to 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. • Pre-Biology • Algebra/ELD • Geometry/ELD • Academic Skills for Newcomer students	Continue to 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$66,000	100,000	120,000
Budget Reference	1000-1999: Certificated Personnel Salaries 0.6 FTE, 3 sections of classes designed especially to help ELLs access content classes required for graduation	1000-1999: Certificated Personnel Salaries 0.8 FTE, 4 sections of classes designed especially to help ELs access content classes required for graduation	1000-1999: Certificated Personnel Salaries 0.8 FTE, 4 sections of classes designed especially to help ELLs access content classes required for graduation
Amount	$13,200	$15,800	$16,000
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits

Amount		20,000	20,000
Budget Reference		4000-4999: Books And Supplies Textbooks, instructional materials for new courses	4000-4999: Books And Supplies Textbooks, instructional materials for new courses

Action 3

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

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

Specific Student Groups: Latino Students
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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.	District will contract with PIQE to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college. The Parent Outreach Coordinator and Community Outreach Coordinator work with EL, SED and Foster Youth to provide services and build a connection to the schools. Summer School Mental Health Support services will be provided for EL students. Newcomer students will work with one dedicated guidance counselor at MVHS.	District will contract with PIQE to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college. The Parent Outreach Coordinator and Community Outreach Coordinator work with EL, SED and Foster Youth to provide services and build a connection to the schools. Summer School Mental Health Support services will be provided for EL students. Newcomer students will work with one dedicated guidance counselor at MVHS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$25,000
Budget Reference	4000-4999: Books And Supplies Materials and supplies needed to host community events	4000-4999: Books And Supplies Materials and supplies needed to host community events	4000-4999: Books And Supplies Materials and supplies needed to host community events
Amount	$50,000	$15,000	$15,000
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract with PIQE & FEI to provide 3-9 week cycles for parents to attend 2 hour weekly seminars	5000-5999: Services And Other Operating Expenditures Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars	5000-5999: Services And Other Operating Expenditures Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars

Amount		129,772	131,000
Budget Reference		2000-2999: Classified Personnel Salaries 2 FTE Parent/Community Outreach Coordinator	2000-2999: Classified Personnel Salaries Parent Outreach Coordinator
Amount		67,399	69,500
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		2,500	3,000
Budget Reference		2000-2999: Classified Personnel Salaries Summer School Mental Health Support for EL students	2000-2999: Classified Personnel Salaries Summer School Mental Health Support for ELD students
Amount		20,000	20,000
Budget Reference		1000-1999: Certificated Personnel Salaries .2 Counselor (ELD)	1000-1999: Certificated Personnel Salaries .2 Counselor (ELD)

Action 4

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

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

Specific Student Groups: Latino Students
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

OR

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

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

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

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

English Learners Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to celebrate the academic achievement of Latino students, especially ELL's through events sponsored by the ELD department and Latino community outreach groups.	Continue to celebrate the academic achievement of Latino students, especially EL's through events sponsored by the ELD department and Latino community outreach groups.	Continue to celebrate the academic achievement of Latino students, especially EL's through events sponsored by the ELD department and Latino community outreach groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$25,000	$25,000
Budget Reference	4000-4999: Books And Supplies Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit	4000-4999: Books And Supplies Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit	4000-4999: Books And Supplies Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit

Action 5

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

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

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

All [Add Students to be Served selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DLAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.	Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.	Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	No cost associated with this action.	No cost associated with this action.	No cost associated with this action.

Action 6

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

English Learners [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

Actions/Services

	New Action	
	Monitor the performance and needs of Ever ELs, including Newcomers, LTELs and RFEP students.	Monitor the performance and needs of Ever ELs, including Newcomers, LTELs and RFEP students.

Budgeted Expenditures

Amount		20,000	20,000
Budget Reference		5000-5999: Services And Other Operating Expenditures Software Licensing - EL Monitoring System	5000-5999: Services And Other Operating Expenditures Software Licensing - EL Monitoring System

Action 7

[Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

	Evaluate EL Program and EL Master Plan.	

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Although there were improvements, 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 continues to struggle to design a program or services that best meets the needs of SDC 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 Board-	Improve Special Ed students' academic	Improve Special Ed students' academic	Improve Special Ed students' academic

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	adopted Indicators of Student Achievement will improve as measured by the District Accountability Report.	performance across all Indicators.	performance across all Indicators.	performance across all Indicators.
Software	A new software, Healthmaster will be used to track/monitor students in crisis and provide staff with data and information that will facilitate assessing the impact of therapeutic services provided by the districts' Mental Health staff.	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)
District Records	Too many students are placed in 'restrictive environments'. Both schools are adding Co-taught classes to create an environment where some SDC students can find success in classes with non-SPED peers.	Improve training opportunities for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito)	Improve training opportunities for staff to improve early detection of students in crisis and direct them to appropriate personnel and resources for intervention and support (Kognito)	Improve training opportunities 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	The District will improve its statistics on disproportionality with reductions in the number of Special Ed students who are suspended and sent to alternative programs, e.g., AVHS Continuation and AVO.	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

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

Action 1

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

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

All
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods	Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods	Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	Costs are embedded in Prof Dev & support provided to teachers through IST	Costs are embedded in Prof Dev & support provided to teachers through IST	Costs are embedded in Prof Dev & support provided to teachers through IST

Action 2

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

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

All
Students with Disabilities
[Add Students to be Served selection here]

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

All Schools
Specific Schools: AVHS, LAHS, MVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

OR

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

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
Specific Schools: LAHS, MVHS, AVHS
Specific Grade Spans: 9-12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Create a “Circle of Care” for students identified as “school avoiders”, and address the needs of students with serious	Continue collaboration between SPED Department and Wellness Program to	Continue collaboration between SPED Department and Wellness Program to

conduct disorders and those with therapeutic needs: • Restructure AVO and AVHS • Family Engagement • Add a bilingual therapist with training in Behavior Management at each site	identify "school avoiders" and provide individualized services. Examine and implement site Tier II and Tier III services to address the needs of students with serious conduct disorders and therapeutic needs. Evaluate Alta Vista Opportunity (AVO) Program in meeting the needs of students with serious conduct disorders and therapeutic needs. Expand mental health services for ELs in summer school.	identify "school avoiders" and provide individualized services. Examine and implement site Tier II and Tier III services to address the needs of students with serious conduct disorders and therapeutic needs. Evaluate Alta Vista Opportunity (AVO) Program in meeting the needs of students with serious conduct disorders and therapeutic needs. Expand mental health services for ELs in summer school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$220,000	$220,000	$220,000
Budget Reference	1000-1999: Certificated Personnel Salaries 2.0 FTE	1000-1999: Certificated Personnel Salaries 2.0 FTE Mental Health Therapists	1000-1999: Certificated Personnel Salaries 2.0 FTE Mental Health Therapists
Amount	$154,000	$159,390	$164,969
Budget Reference	1000-1999: Certificated Personnel Salaries 1.4 FTE, AVO	1000-1999: Certificated Personnel Salaries 1.4 FTE, AVO	1000-1999: Certificated Personnel Salaries 1.4 FTE, AVO
Amount	$74,800	$77,418	$80,128
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Students with Disabilities [Add Students to be Served selection here]	All Schools Specific Schools: LAHS, MVHS Specific Grade Spans: 9-12 [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
educe 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 number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes. Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching.	Increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in mainstream core classes. Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$110,000	$500,000	$600,000
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries	1000-1999: Certificated Personnel Salaries 4.8 FTE Co-Teaching salaries	1000-1999: Certificated Personnel Salaries 6.0 FTE Co-Teaching Salaries
Amount	$25,000	$30,000	$35,000
Budget Reference	1000-1999: Certificated Personnel Salaries Collaboration time for teachers/training for co-teaching	1000-1999: Certificated Personnel Salaries Collaboration time for teachers/training for co-teaching	1000-1999: Certificated Personnel Salaries Collaboration time for teachers/training for co-teaching
Amount	$27,000	$90,000	$95,000
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits

Action 4

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

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

All
Students with Disabilities
[Add Students to be Served selection here]

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

All Schools
Specific Schools: MVHS, LAHS
Specific Grade Spans: 9
[Add Location(s) selection here]

OR

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

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

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

Specific Schools: LAHS, MVHS, AVHS
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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

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

Action 5

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

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

All
Students with Disabilities
[Add Students to be Served selection here]

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

All Schools
Specific Schools: LAHS, MVHS
[Add Location(s) selection here]

OR

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

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

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

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: LAHS, MVHS, AVHS [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Explore adding a new class on Executive Functioning	Offer newly implemented Academic Conversations/Executive Functioning class at each comprehensive site.	Offer newly implemented Academic Conversations/Executive Functioning class at each comprehensive site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$44,000	$45,540	$47,134
Budget Reference	1000-1999: Certificated Personnel Salaries 0.4 FTE	1000-1999: Certificated Personnel Salaries 0.4 FTE	1000-1999: Certificated Personnel Salaries 0.4 FTE
Amount	$8,800	$9,108	$9,427
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$1,635,607	4.16%

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.

In addition to the actions and services that will carried over to the 2018-19 school year, the following are new actions that provided for unduplicated pupils,

- Continue to monitor student progress and utilize tools as DataZone to identify students who may benefit from tutoring, mentoring and academic supports, including monitoring the transition from 8th grade to high school. Data Zone allows you to create student groups based on language proficiency, SED status, and Foster/Youth eligibility. The intervention counselor/At Risk counselor and the counselor designated to work with ELD Newcomer students will use Data Zone to monitor student attendance, grades and discipline incidents.

- High Quality Instructional Materials are embedded in ELD and SDAIE courses, including a comprehensive, research based ELD program that is aligned to the ELA/ELD framework and supplementary materials that ensure English Learners progress quickly toward re-classification as Fluent English Proficient. There is a strong emphasis to build classroom libraries for ELD and SDAIE content classes.

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).

- Provide training retreats for ELD and content area teachers to continue aligning to the ELD/ELA framework. The middle schools recently participated in SIOP (Sheltered Instruction Observation Protocol) training which the high school teachers would like to explore. This would be an opportunity to partner with the middle schools to collaborate.
- Build upon services for EL students in summer school by embedding enrichment and wellness services
- Develop and offer an Academic Support class for ELD students that promotes the academic, social and emotional success of newcomer students. Program will provide mental health services, mentoring and college/career readiness activities.
- 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. Continue to partner with the PIQE program to offer parent education workshops.
- Explore systems to monitor EL student progress, including RFEP. This system can help identify the factors that prevent EL students from meeting reclassification criteria. The system will allow teachers to provide and collect information about their EL students' needs. The system can also communicate with families through digital form.
- Expand the co-teaching sections at each site to increase the number of Special Education students in LRE/Mainstream. Co-teaching can accelerate the acquisition of Academic Language for EL students across the district.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services

$1,518,328	3.53%

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.

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).