

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View-Los Altos Union High School District

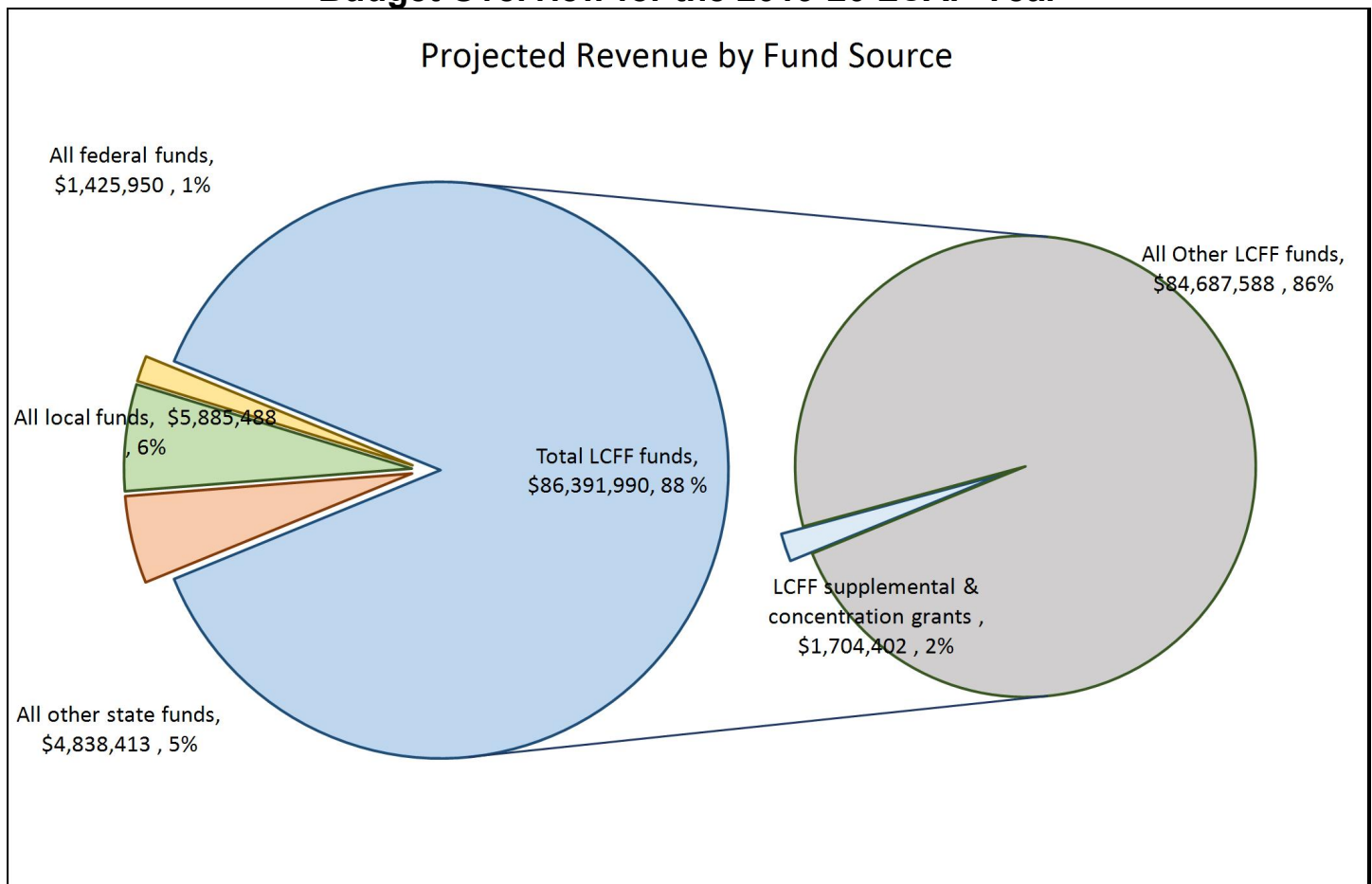
CDS Code: 436960900000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jeff Harding, Superintendent, jeff@harding@mvla.net, 650-940-4650

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

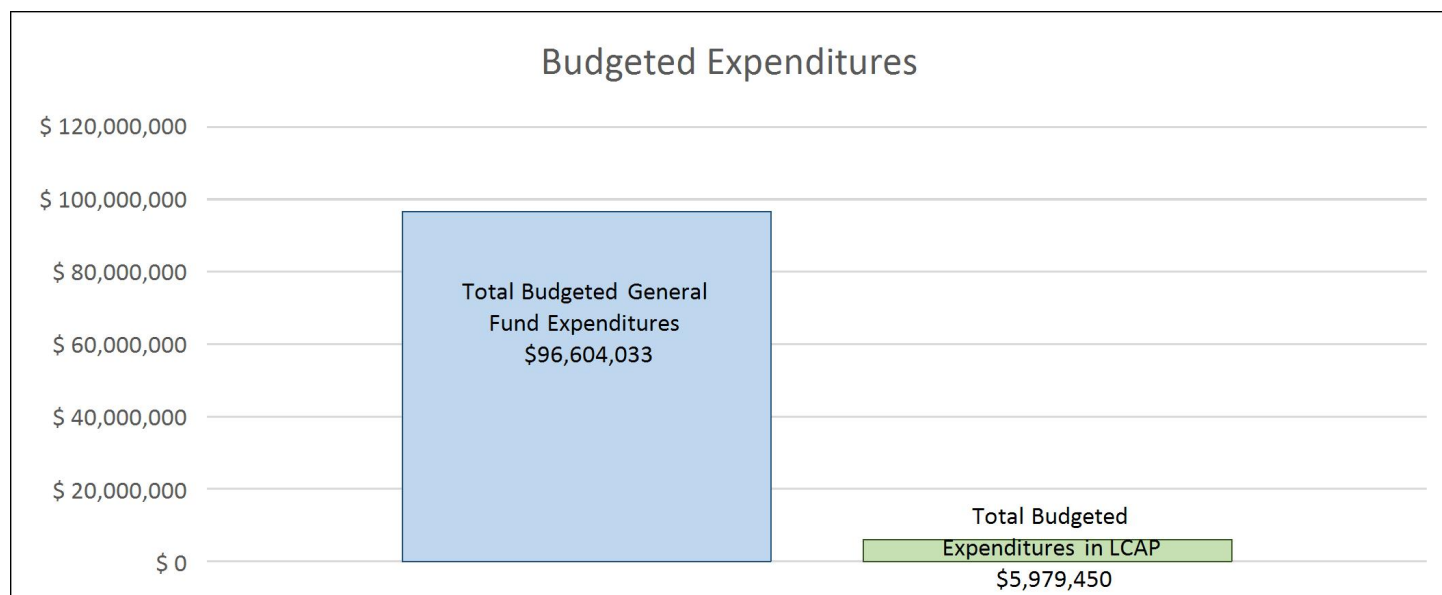


This chart shows the total general purpose revenue Mountain View-Los Altos Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Mountain View-Los Altos Union High School District is \$98,541,841, of which \$86,391,990 is Local Control Funding Formula (LCFF), \$4,838,413 is other state funds, \$5,885,488 is local funds, and \$1,425,950 is federal funds. Of the \$86,391,990 in LCFF Funds, \$1,704,402 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mountain View-Los Altos Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Mountain View-Los Altos Union High School District plans to spend \$96,604,033 for the 2019-20 school year. Of that amount, \$5,979,450 is tied to actions/services in the LCAP and \$90,624,583 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

84% of the district's budget funds certificated and classified salaries. MVLA has one of the highest salary ranges in the state. The average teachers' salary is \$120,000 a year. MVLA also offers a robust statutory benefits package, including full benefits and retirement benefits.

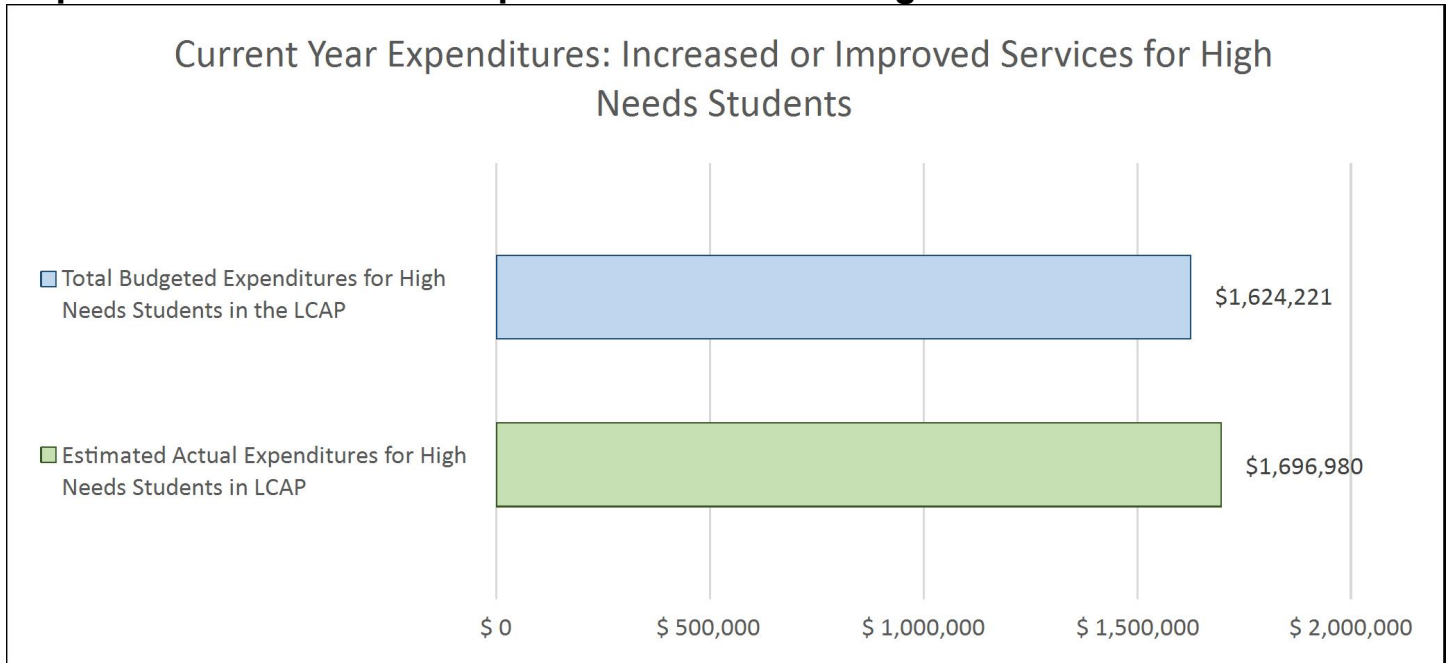
The remaining budget goes toward instructional materials, school supplies, services and other operating expenditures. Over \$4 million are invested each year on textbooks, technology, classroom lab equipment and other materials principally directed for all student use. MVLA school facilities are continuously kept in pristine condition and ongoing improvements are made to enhance the learning experience for all students.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Mountain View-Los Altos Union High School District is projecting it will receive \$1,704,402 based on the enrollment of foster youth, English learner, and low-income students. Mountain View-Los Altos Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Mountain View-Los Altos Union High School District plans to spend \$1,713,500 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Mountain View-Los Altos Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain View-Los Altos Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Mountain View-Los Altos Union High School District's LCAP budgeted \$1,624,221 for planned actions to increase or improve services for high needs students. Mountain View-Los Altos Union High School District estimates that it will actually spend \$1,696,980 for actions to increase or improve services for high needs students in 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)

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

## LEA Name

Mountain View-Los Altos Union  
High School District

## Contact Name and Title

Jeff Harding  
Superintendent,  
jeff@harding@mvla.net, 650-940-  
4650

## Email and Phone

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, including Los Altos High School (LAHS) and Mountain View High School (MVHS), Alta Vista High School (AVHS), the continuation high school, and a number of alternative programs, including Freestyle Academy, Alta Vista Opportunity, Middle College and College Now. 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 4,304 students in the district includes 40.1% Caucasian, 25.8% Latino, 23% Asian and 11.1% other or multi-racial (October 2018, CBEDS Day). The two comprehensive schools went through Western Association of Schools and Colleges (WASC) process in the 2018-19 school year and received a six-year accreditation with a 3-year visit. Alta Vista went through WASC accreditation in 2017-18 and also received a 6-year accreditation. AVHS was also recently named a "Model Continuation School" by the California Department of Education for the twentieth year in a row.

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.

Our six-year board-adopted/district goals from 2017-2022 include:

Improve academic achievement of all students at all performance levels by:

- Aligning curriculum, grading systems and practices

- Promoting achievement of students in Science, Technology, Engineering and Math
- Supporting the well-being of students and staff
- Providing facilities that optimally enhance learning
- Maintaining fiscal stability

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. Through the WASC process, the need to close the opportunity gap and implement more equitable practices that support the needs of critical learners, including English Learners, was a common theme for both schools. Hence, this will also be a focus for the district for the next six years.

A continued focus on math is critical to address the needs of our math students. 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 Elevate and SVEF to offer math enrichment summer 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. We reduce class sizes in 9th grade level math classes and will be doing the same for students who are enrolled in Algebra II beyond 10th grade. We continue to integrate instructional technology practices in math such as the use of IXL, Tutor.com and other online tools that infuse Algebra I, Geometry and Algebra II. We are examining textbooks for Geometry and Algebra II to determine which titles will be most appropriate to use in all levels of math, including CP and Honors.

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. As mentioned earlier, this was a common theme that surfaced from the WASC self-studies and final report.

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 our school-based mental health teams has been instrumental to examine how we support students. The Districtwide Wellness Committee focused

on creating a clear definition of our services and a model to support students at the three tiers of intervention.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 was rated "blue" or 95.2%. The rate for Socio-Economically Disadvantaged (SED) students was "green" and increased to 91.8%. The rate for English Learners was "yellow" and maintained at 84.3%. Latino students, English Learners (EL) and SED students at LAHS all rated "blue" for graduation rate.

The percentage of 12th graders (Class of 2018) who completed Alg II with a "C" or better increased to 91%. The percentage of Latino 12th graders increased by 2% from 66% to 68%, which has been a 4% increase over the past two years. The percentage of AVID students also increased from 95% to 99%. The percentage of Algebra II completion was higher (80%) for Latino students who were not classified as EL, SED or Students with Disabilities (SWD).

The percentage of students Meeting and Exceeding on the SBAC maintained for both ELA and math, although there were declines for specific student groups that will be discussed in the next section.

- At LAHS, the percentage on the ELA increased particularly for EL by 19% and SWD by 12%. In math, the percentages also increased for EL by 10% and SWD by 9%.
- At MVHS, the percentage on the ELA increased for SED by 3%. In math, the percentages increased for EL by 7% and SED by 16%.
- Both Los Altos HS (9%+) and Mountain View HS (4%+) showed growth with SWD for ELA and in math, Los Altos HS (2%+) and Mountain View HS (9%+)
- 72% of Latino students who were not classified as EL, SPED or SED performed mostly on par with their general education peers in ELA
- According to the Fall 2018 CA Dashboard, the overall rating for performance on the ELA SBAC was "green" and for math was "blue" which shows growth from the previous year. For MVHS, SED students were rated "green" in the math SBAC which is consistent with the district data findings.

The percentage of 9th graders earning a 2.0 and 3.0 or above at both comprehensive schools showed improvement.

The number of English Learners taking at least one AP class increased districtwide.



AVID exceeded their specific growth targets in a-g completion, AP results with a 3 or better, and grades in Algebra II. 100% of AVID students graduated in the Class of 2018.

Mountain View High School improved in suspension rates according to CA Dashboard. Student groups that were previously in "red" or "orange" moved to "yellow" or "green". The new rating for Latinos is "yellow". The new rating for EL and SWD is "green." Impressively, SWD moved from "red" to "green" in one year.

According to the Fall 2018 CA Dashboard, the overall rating for the College and Career indicator is "blue." The student groups that were rated the highest are Asian and Caucasians, which is consistent with other district local indicators. Overall, Latino, homeless and SED students rated "green" which shows growth in meeting college and career readiness.

Much of this success can be attributed to the ongoing focus on meeting the needs of all students, particularly our critical learners. The school sites have been strategic in designing programs that target areas of need. In addition, 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 (Appendix 1).

Referring to the California School Dashboard, 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. Next year, class sizes will be reduced for Algebra II that enroll older students. 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 an overall increase of suspensions at MVHS, particularly among Caucasian and socio-economically disadvantaged (SED) students. LAHS has maintained its rate of suspensions. However, there is an increase of suspension for Latino students, English Learners (EL), Homeless youth, and Students with Disabilities (SWD). This data correlates with the findings in the previous LCAP which revealed a disproportionality in suspensions, with an overrepresentation of SWD and students of color being suspended, compared to White and Asian students. There have been continued efforts in the 2018/19 school year to better

understand the reasons for these findings which requires ongoing discussion and calibration of progressive discipline practices. A continued focus for 2019/20 includes the integration of practices that can be effectively used as alternatives to suspension. The district is also establishing a centralized administrative position that will support the sites in developing restorative practices and alternatives to suspension.

CA Dashboard Areas of "Red" or "Orange" ratings:

Suspension Rates:

Districtwide

Orange for African-American students, increased by 4.3% (new area)

Orange for Homeless students, decreased by 1.2%, although it remains in "orange" (new area)

LAHS

Orange for Latino students, increased by 1.2%

Orange for EL students, increased by 2%

Orange for Foster Youth students, increased by 4.4% (new area)

Orange for SPED students, increased by 2.7%

MVHS

Orange for All students, increased by .3%

Orange for SED students, increased by .3%

Orange for Caucasian students, increased by .3% (new area)

SBAC Performance in ELA and math:

ELA:

Districtwide: Orange for Latinos, SED and SWD. All three groups declined in performance in ELA SBAC. Other local indicators showed an increase of scores for SWD. The rating for CA Dashboard includes students who are designated as Mild/Moderate and Moderate/Severe, while the local indicator only includes students who are designated as Mild/Moderate. SWD who are designated as Mild/Moderate will perform better on the ELA/SBAC since they are enrolled in grade-level courses. EL students were rated "red" on the ELA SBAC which does not come to any surprise due the higher number of newcomer students taking the exam.

LAHS: Orange for EL students. LAHS does not an ELD program, yet still serves EL students. Most students at LAHS are at a higher English proficiency than MVHS, hence comparatively higher performance on the SBAC.

MVHS: Orange for Latinos and Red for EL students. As mentioned earlier, the ELD program is housed at MVHS, therefore it is more likely that students taking the exam are in their first 5 years of schooling in the US

Math:

Districtwide: Orange for Latinos. Prior identified areas of concern have improved, including EL, SED and SWD.

LAHS: No student groups in orange or red.

MVHS: Orange for Latinos

College/Career Indicator:



SWD were rated as the lowest group who are prepared or approaching preparedness for college and career readiness. The data shows that lower number of students were able to meet the criteria for this indicator. One can speculate that this low number may be attributed to SWD not having the opportunity to demonstrate readiness by taking an AP, CTE or any other course that would allow them to be a-g eligible.

Districtwide: Orange for SWD

LAHS: Orange for SWD

MVHS: Orange for EL and SWD

#### Graduation Rate:

The CA Dashboard calculation for graduation rate reports different findings than our local data. By comparison, the local data indicates that graduation rates are above 93% in all student groups, with the exception of EL. The local data shows EL students graduating at 66%, while the CA Dashboard shows EL students graduating at 84.3%. It is evident that calculation formulas for both systems are different. What this finding reveals is that from a cohort perspective, not all student groups are graduating in the same 4-year sequence. Some students, including EL and SWD, graduate in 5 years, while some other students may not complete their schooling once they transfer out of MVLA. These differing patterns impact the CA Dashboard rating.

Districtwide: Orange for Homeless and SWD

LAHS: No student groups in orange or red.

MVHS: Orange for Latinos, EL, SED and SWD.

The Chronic Absenteeism data show areas of continued concern. The districtwide Chronic Absenteeism rate is 10.7% which is on par with the Statewide total and slightly higher than the county rate at 9.0%. Among the highest rates of absenteeism, the rate for Latino students was 18.4%; including 14.1% at MVHS and 11.8% at LAHS. The rate for Pacific Islander and African American students was high among the student groups, at 21% and 18% respectively. However, the student size for these groups are significantly smaller totaling up to less than 2% of the total student population. What is revealing is that these two student groups are showing signs of absenteeism at the same rate as their other peers who are also students of color. Since 2017/18, the Attendance Policy and school practices have been examined by a district committee. The revised policy is going for board adoption in the Spring of 2019. The policy not only responds to chronic absenteeism and truancy, but addresses issues of school avoidance.

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 by our school based mental health team. 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)

Student Support and Wellness Survey (Fall 2018) - local survey administered to representative sample of students 9-12 at both high schools.  
63.9% of students shared that Homework Free Weekends made a positive impact on their learning.  
86% of students feel that their social/emotional needs are met at school.  
94% of students feel that an adult cares for them at school.

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 California School Dashboard, 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

There is at least one student group that falls two or more performance levels below "all students" in each indicator. The trend revolves around English Learners, Socioeconomically Disadvantaged students, Students with Disabilities and Latino students. There is more disparity among the student groups in the Suspension indicator as mentioned earlier in the Review of Needs section. This issue continues to be addressed in context of the general review of our attendance and discipline policies & procedures.

ELA

Red: English Learners (EL)

Orange: Latino students Socio-economically Disadvantaged (SED) students and Students with Disabilities (SWD)

Math

Orange: Latino students

Yellow: EL, SED, and SWD

College/Career Indicator

Orange: SWD

Yellow: EL

Graduation Rate  
Yellow: EL and Latino students  
Orange: Homeless and SWD

Suspension Rate  
Orange: African American students and Foster Youth

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.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

# Annual Update

## LCAP Year Reviewed: 2018-19

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, 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:

### Annual Measurable Outcomes

Expected

#### Metric/Indicator

SARC

18-19

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

#### Baseline

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

#### Metric/Indicator

SARC

18-19

Actual

Out of 274 teachers, 269 have full credentials and are assigned in the areas of their specialization. Five teachers were hired on internship credentials and four will complete the credentialing program in July 2019 and one in December 2019. Three teachers work in our Special Education program and two in general education. All five receive ongoing support through our Instructional Support Team (IST) and department coordinators. We partner with the Palo Alto Unified School District Beginning Teacher Induction Consortium to provide induction support for our Special Education Teachers.

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 15, 2018 known as the "Kick Off" and one in the spring on March 19, 2019 which focused on districtwide instructional and

## Expected

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

### Metric/Indicator

Board Minutes of Public Hearing

### 18-19

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.

### Metric/Indicator

Survey/School Records

### 18-19

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.

### Metric/Indicator

Facility Inspection Tool

### 18-19

## Actual

grading practices through the lens of equity.

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 two comprehensive sites also invested much of their collaboration time to complete the WASC self-study and develop the action plans.

The Curriculum Institute program funded these opportunities for staff to meet in school-day retreats, after work hours and in the summer. Appendix #1 shows the professional learning plan for the district.

All students had access to standards-aligned instructional materials as documented in the August 13, 2018 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.

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.

Based on the 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

## Expected

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.

### Metric/Indicator Dashboard

#### 18-19

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

## Actual

provide safe, clean, high quality classrooms and work spaces for all students and staff. FIT Report Overall Rating: Exemplary.

With the passage of the Measure E bond on June 5, 2018, our district schools will be undergoing major remodeling and new construction in the amount of \$295,000,000 over the next eight years. Based on what we have heard from our students, parents, teachers and community, priority projects funded by this bond measure will include:

- Adding classrooms to accommodate growing student enrollment and prevent overcrowding
- Providing facilities to expand programs in science, technology, engineering, arts and math
- Updating aging classrooms and replacing old roofs, outdated plumbing and inefficient wiring and electrical systems to meet modern safety standards
- Expanding libraries, cafeterias and other student support facilities to accommodate growing student enrollment
- Equipping classrooms and labs with 21st-century learning technology

Suspension rates at LAHS and districtwide have improved according to the CA School Dashboard as published in the fall of 2018. This data is based on 2017/18 reported counts. Below is the color designation per student group along with the percentage rates. Two new groups have surfaced in "orange" which are also two of our smallest student groups, African American students and Foster Youth. Lowering the suspension rates continues to be an area of focus for LAHS and districtwide.

### LAHS:

Yellow for All students, maintained at 0.2% - improvement from Orange  
Yellow for SED students, maintained at 0.1% - improvement from Orange  
Orange for Latino students, increased by 1.2%  
Orange for EL students, increased by 2.0%  
Orange for SPED students, increased by 2.7%  
Orange for Homeless students, increased by 4.4% - new group

### Districtwide:

Yellow for Latino students, maintained at .3% - improvement from Orange  
Yellow for EL students, maintained at .1% - improvement from Orange  
Yellow for SED students, decrease of 0.2% - improvement from Orange  
Yellow for SPED students, decrease of 1.0% - improvement from Orange  
Orange for African American students, increase of 4.3% - new group



## Expected

## Actual

	Orange for Foster Youth students, although a decline is stated, 21.1% of the 19 students have been suspended at least once
<b>Metric/Indicator</b> District Records <b>18-19</b> New Attendance Policy is implemented with fidelity <b>Baseline</b> The current Attendance Policy no longer supports the needs and interests of the district and its students and parents	<p>In 2018/19, the Attendance Policy and school practices were examined by a district committee. The committee recommended modifications to the attendance policy. The updated policy will be reviewed by the Board in a June 2019 meeting.</p> <p>The county SARB process was reinstated in the spring of 2018. There have been mixed results with our participation in the county process due to families' unwillingness to participate. We are considering facilitating a district process that may be more accessible to our families.</p>
<b>Metric/Indicator</b> District Records <b>18-19</b> 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) <b>Baseline</b> 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	<p>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.</p> <p>This aligns to other district indicators as measured in by our school based mental health team. 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.</p> <p>In addition, the district is hiring a new administrator that will oversee wellness and student services, including school climate. This administrator will support the three tiers of intervention at the sites as well as lead the district with our wellness initiative.</p>

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development: <ul style="list-style-type: none"> <li>Curriculum Institute</li> <li>Instructional Support Team</li> <li>Six days of annual site-level PD</li> <li>6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved &amp; monitored by site principals</li> <li>Course Team Workshops</li> </ul>	<p>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.</p> <p>The Instructional Support Team (IST) 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. The IST also ran after school Professional Learning Community (PLC) workshops where a group of teachers committed to meeting for a 6-8 week period of time to examine problems of practice. This year we lead a PLC in math and one in Equity.</p> <p>Examples of CI Funded and PD opportunities at the sites, include:</p> <ul style="list-style-type: none"> <li>Lunch &amp; Learn: Review the Smarter Balanced Assessment Consortium (SBAC) data with teachers</li> <li>Review use of Interim Assessment Block (IAB)</li> </ul>	Compensation for work outside the school day and for substitutes (CI) 1000-1999: Certificated Personnel Salaries \$103,500	Sub costs for teacher collaboration (CI) 1000-1999: Certificated Personnel Salaries Base 102,633
		Cost for 6.5 hours of required PD for staff collaboration 1000-1999: Certificated Personnel Salaries \$207,000	Funds were no longer available in 2018-19 0
		3.0 FTE, IST team salaries 1000-1999: Certificated Personnel Salaries 350,000	3.0 FTE IST Team 1000-1999: Certificated Personnel Salaries Base 484,273
		Cost of Benefits 3000-3999: Employee Benefits 65,000	Benefits - IST and Extra Pay 3000-3999: Employee Benefits Base 171,958
		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 \$100,000	Conference Costs 5000-5999: Services And Other Operating Expenditures Base 89,763

results with Department and Course team

- Workshops Conference attendance to Advanced Placement (AP), American Association of School Counseling (ACSA), Asilomar/Math, Prepárate/AP, Advancement Via Individual Determination (AVID) Summer Institute, STEAM Symposium, Next Generation Science Standards (NGSS), English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP) Institutes, Every Child Counts Symposium, California Language Teachers Association, Ellevation, DataZone, Building Equity for English Learners/West Ed
- Extensive training on the NGSS standards
- Innovation team and AVID Site Team work
- Counselors have visited several colleges across

the United States and abroad.

	<ul style="list-style-type: none"> <li>• Course Team Retreat Days for math, English, history, science and World Languages</li> <li>• Co-Teaching training for Special Education and General Education teachers, Susan Hentz trainer</li> <li>• Articulation with science teachers at partner middle schools</li> <li>• Articulation with English Language Arts teachers at partner schools, Inter District Writing</li> </ul> <p>Assessment (IDWA) Collaboration Day</p> <p>Training was provided to various staff related to wellness services.</p> <p>Training included mindfulness, adolescent wellness, affective disorders, Stanford Wellness center, brain conference, crisis intervention and Challenge Success (Stanford).</p>
--	--

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual Chromebook refreshment	Over 600 Chromebooks were purchased in 2018/19 school year. Due to increased student enrollment and the need to replace older units, the quantities ordered	Chromebooks to refresh current inventory and accommodate student growth 4000-4999: Books And Supplies \$200,000	Chromebooks 4000-4999: Books And Supplies MVLA Foundation 229,298

were much higher leading to an increase in costs

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<p>Administrative teams convened throughout the school year in AP Council meetings to examine discipline data and calibrate procedures. This work was done in existing council meetings and did not require extra funding.</p> <p>The sites implemented the Brief Intervention substance abuse educational program at the sites as an alternative to suspension.</p> <p>APs used DataZone, a data warehouse system to analyze discipline data, including the disproportional numbers of students referred to suspension from various student groups, including Latino males in Special Education. Expenditures for DataZone fall under LCAP goal 2.3.</p> <p>Administrators attended trainings at the county office to learn about alternatives to suspension, safety training and chronic absenteeism.</p> <p>In addition, the district is hiring a new administrator that will oversee wellness and student services, including school climate. This administrator will support the sites with implementing Restorative</p>	Training on alternative to suspension practices 1000-1999: Certificated Personnel Salaries 20,000	Training 1000-1999: Certificated Personnel Salaries Base 0

Justice practices and other alternatives to suspension.

Further training was identified for the 2019/20 school year.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption	<p>In 2018/19, the Attendance Policy and school practices were examined by a district committee. The committee recommended modifications to the attendance policy. The updated policy will be reviewed by the Board in a June 2019 meeting.</p> <p>The county SARB process was reinstated in the spring of 2018. There have been mixed results with our participation in the county process due to families' unwillingness to participate. We are considering facilitating a district process that may be more accessible to our families.</p> <p>Two students were referred to the Sunol County Program, the county-run alternative program for truancy and discipline.</p>	Reservation of 3-5 slots in County-run alternative programs 5000-5999: Services And Other Operating Expenditures \$30,000	3 County Program slots 7000-7439: Other Outgo Base 34,155

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School sites continue to implement actions identified in 2017-18 that	Through the work of the Districtwide Wellness Task Force,	Student Services Coordinator Salaries and Benefits	2 FTE Student Services Coordinators 1000-1999:



will support Health and Well-being of students and staff.

Embed School-wide Wellness Tier I interventions (digital literacy, mindfulness, affirmative consent)

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 schoolwide 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.

For 2019/20, the district is hiring a new administrator that will oversee wellness and student services, including school climate. This administrator will support the three tiers of intervention at the sites as well as lead the district with our wellness initiative.

Training was provided to various staff related to wellness services. Training included mindfulness, adolescent wellness, affective disorders, Stanford Wellness center, brain conference, crisis intervention and Challenge Success (Stanford). Expenditures are embedded under Goal 1.1

Wellness resources were also provided to the school sites, including wellness resource cards

Vendor Contracts  
1000-1999: Certificated Personnel Salaries \$360,000

3000-3999: Employee Benefits \$100,000

Tier I Interventions at Sites 5000-5999: Services And Other Operating Expenditures 25,000

Certificated Personnel Salaries Base 403,546

Benefits 3000-3999: Employee Benefits Base 118,500

Tier I Interventions 5000-5999: Services And Other Operating Expenditures Base 25,000

that were provided to each student, incentives for wellness student groups and resources therapists used in working with students.

Healthmaster was previously used in 2017/18 as the database to store all wellness related student information. The system was not meeting the needs of the therapists and we decided to abandon the use of Healthmaster and work with an interval database system developed by our district staff.

Kognito training did not seem useful for our staff and therefore we decided to cancel our subscriptions and use in-house materials to offer support to our staff.

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Exploration and design of a PBIS/MTSS model and Social Emotional Learning Curriculum	<p>The Director and the Assistant Director of Special Education attended various conferences where they explored various models for Positive Behavior Support Systems and Social Emotional Learning curriculum.</p> <p>The Student Services Coordinators also have attended training at the county office to learn about models.</p>	Curriculum and Training 5000-5999: Services And Other Operating Expenditures 20,000	Training costs 5000-5999: Services And Other Operating Expenditures Base 2,230

No such model has been decided on to date. With the hire of the new administrator that will oversee wellness and student services, we will move forward with this initiative.

## 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 mostly implemented. A larger percentage of funds in Goal 1 went into professional development and staffing that supports teachers, 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 2019/20 LCAP.

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

Overall student performance shows 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 the School Based Mental Health staff. As of May 2019, 1,380 students had been referred to Tier II wellness support services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action #1 and Action #5 - Certificated salaries and statutory benefits: The salary for five staff increased as a result of negotiated pay increase. The benefits are significantly higher due to the fact that not all of the statutory costs were calculated in the original budget.

Action #1 - Cost for 6.5 hours of required PD for staff collaboration: This no longer was a requirement for teachers due to funding reduction.

Action #2 - 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.

Action #3 & Action #6 - Training on alternative to suspension practices: There was limited training due to there was a vacancy in the person coordinating that work. That position will be filled in 2019/20.

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 2019/20, additional actions will be added, including:

Hiring of an administrator who will oversee wellness and student services.

Comprehensive look at bell schedule and tutorial time.

Instructional Support Team member focused on the needs of English Learners, Socio-Economically Disadvantaged students and other interventions

Professional Learning focused directly and specifically on the instructional and social/emotional needs of special populations

# Annual Update

LCAP Year Reviewed: 2018-19

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, 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:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> District Records</p> <p><b>18-19</b> 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.</p> <p><b>Baseline</b> 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.</p>	<p>As previously mentioned, professional learning (PL) is highly prioritized by the school and all staff. PL 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 (IST) member. The math IST member (also referred to as the math coach) works with 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.</p> <p>Professional Learning experiences include:</p> <ul style="list-style-type: none"><li>• Development of districtwide Common Core State Standards (CCSS) Tasks in math</li></ul>

## Expected

## Actual

- 8 teachers attended California Mathematics Council (CMC) at Asilomar and the National Council of Teachers of Mathematics (NCTM) conferences
- Geometry teams working on aligning with CCSS principles and piloting a textbook
- Algebra 2 teams working on aligning with CCSS principles and piloting a textbook
- Course team retreats for Alg I and Algebra II
- 11 teachers participated in the math Professional Learning Community (PLC) collaboration
- Planning for Silicon Valley Mathematics Initiative (SVMI) Summer Coaching Institute
- Planning for Center for Integrated Computing and STEM Education (C-STEM) Program

### Metric/Indicator

Classroom Observations

#### 18-19

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 task-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

#### 18-19

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 67% to 71%  
EL students showed an increase from 8% to 13%, particularly at LAHS from 5% to 20%  
SPED students showed an increase from 21% to 23%

Latino students showed a slight decrease from 35% to 32%.  
AVID students' results showed a dramatic decrease from 62% to 43%. They were at 46% two years prior. The decrease mostly occurred at LAHS, whereas at MVHS it increased by 3%

SED students' results remained stable at 32.5% in math. The highest gains for SED in math were made at MVHS.



## Expected

### Metric/Indicator

District Accountability Report

#### 18-19

Algebra I GPA is expected to increase each year. (Consistent with performance targets established in the District's Accountability Report.)

#### 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

#### 18-19

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%

### Metric/Indicator

District Accountability Report

#### 18-19

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)

## Actual

The Algebra I average GPA for the Class of 2021 for both comprehensive schools showed improvement  
At MVHS, 2nd semester GPA increased from 2.50 to 2.80 for all grades 9-12.  
At LAHS, 2nd semester GPA increased from 2.14 to 2.30 for 9th graders. The GPA decreased for 10-12th graders from 2.07 to 1.64

The percentage of 12th graders (Class of 2018) who completed Alg II with a "C" or better maintained at 91%, compared to the percentage of Latino 12th graders that increased by 2% from 66% to 68%. The rate for English Learners that decreased by 14% from 35% to 21%. MVHS had higher gains in the percentage of Latino students meeting this target.

The percentage of Algebra II completion remained high at 80% for Latino students who were not classified as EL, SPED or SED.

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 20% to 12% in Algebra I (one hour math course with no intervention)
- remained stable at 35% 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 27% to 19% in 9th grade Algebra I (one hour math course with no intervention)
- increased from 27% to 67% in 10-12th grade Algebra I (one hour math course with no intervention)

## Expected

## Actual

- decreased from 67% to 43% 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.	<p>The accomplishments of students in math have been widely recognized at the site and district level.</p> <p>The sites organized various events where students receive recognition, including the Latino Awards, ELD awards, Senior Awards.</p> <p>The Latino Summit brings parents and students together to highlight student achievement.</p> <p>The expenditures were included in Goal 3.4.</p>	Support Latino Awards assemblies and Latino Summit 5000-5999: Services And Other Operating Expenditures \$25,000	Support Latino Awards and Latino Summit (costs reflected in Goal 3.4)

### Action 2

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

<p>Professional Development:</p> <ul style="list-style-type: none"> <li>Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district's math coach.</li> <li>IST coach develops model lessons and SBAC-related practice items and makes these available through a 'math blog'.</li> <li>IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes.</li> <li>IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials.</li> </ul>	<p>As previously mentioned, professional learning is highly prioritized by the school and all staff. PL 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 (IST) 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. Refer to Goal #1, Action 1 for expenditures and Goal #2 Annual Measurable Outcome section above for additional activities.</p>	<p>1.0 FTE, Math Coach, a member of the Instructional Support Team (IST) 1000-1999: Certificated Personnel Salaries \$120,000</p> <p>Cost of employee benefits 3000-3999: Employee Benefits \$22,770</p> <p>Math teachers attending conferences and workshops sponsored by professional organizations 5000-5999: Services And Other Operating Expenditures \$50,000</p>	<p>1.0 FTE Math IST member 1000-1999: Certificated Personnel Salaries Base 136,042</p> <p>Benefits 3000-3999: Employee Benefits Base 52,493</p> <p>PD for math teachers (costs reflected in Goal 1.1)</p>
---	--	---	---

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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'</p>	<p>In the summer of 2018, the district partnered with Alearn and SVEF to provide summer enrichment opportunities for incoming 9th grade and current 10th grade students in math.</p>	<p>3.0 FTE, Staffing cost associated with fifteen sections of Enhanced/Skills classes 1000-1999: Certificated Personnel Salaries \$410,000</p> <p>Summer Bridge classes including Catalyst &amp; Accelerated Alg &amp;</p>	<p>2.6 FTE Math Intervention courses &amp; Elevate Summer School teachers 1000-1999: Certificated Personnel Salaries Base 390,590</p> <p>Summer Math Enrichment Program - Alearn/Elevate/SVEF</p>

skills (IXL). Intervention/At-Risk Counselor monitors students' progress and communicates with families.

Four classes were offered in the summer that ranged from Pre-Algebra to Pre-Geometry and skill-building for Algebra 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 years. All three models demonstrated growth in students.

The IXL online math program is used by a variety of classes, including intervention math classes and Algebra I. It is used to provide skill-building support for fundamentals in math. Teachers at both LAHS and MVHS use it. Close to 1000 students utilize IXL.

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.

Accelerated Geom & Alg II Boot Camp 1000-1999: Certificated Personnel Salaries \$51,750

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 \$280,000

Cost of benefits 3000-3999: Employee Benefits \$118,000

IXL Online Subscription 5000-5999: Services And Other Operating Expenditures 10,000

Instructional Associates 2000-2999: Classified Personnel Salaries 150,000

Data Zone warehouse 5000-5999: Services And Other Operating Expenditures 14,000

Instructional Materials and Curriculum for intervention courses 4000-4999: Books And Supplies 50,000

Collaboration time for Intervention Teachers 1000-1999: Certificated Personnel Salaries 20,000

5000-5999: Services And Other Operating Expenditures Base 49,500

2.0 FTE At Risk Counselors 1000-1999: Certificated Personnel Salaries At Risk 282,829

Benefits for Certificated and Classified 3000-3999: Employee Benefits Base 274,631

IXL & Renaissance online subscription 5000-5999: Services And Other Operating Expenditures Base 11,279

Instructional Associates 2000-2999: Classified Personnel Salaries Base 125,721

Datazone Subscription 5000-5999: Services And Other Operating Expenditures Base 13,323

Instructional Materials 4000-4999: Books And Supplies Base 46,000

Collaboration Time: Extra Pay or Subs (costs reflected in Goal 1.1)

## Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	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 \$335,000	2.8 FTE for Class Size Reduction 1000-1999: Certificated Personnel Salaries Base 359,719
		Cost of benefits 3000-3999: Employee Benefits 63,000	2.8 FTE for Class Size Reduction 3000-3999: Employee Benefits Base 117,120

## 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.	<p>Articulation with the Mountain View Whisman and Los Altos Elementary school districts continued to be a focus in 2018/19. The math coaches of all three districts met monthly to discuss teacher collaboration, the annual math assessment for Algebra I and program pathways.</p> <p>The iReady math assessment was given to all 8th graders for placement purposes at the end of the semester. The iReady was given instead of the MAC assessment. The coaches will review the results with the teachers to examine areas of reinforcement and reteaching.</p> <p>The Algebra I and Geometry middle school and high school teachers collaborated a few times</p>	<p>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 \$5,175</p> <p>Food and meeting supplies 4000-4999: Books And Supplies \$5,000</p> <p>Cost of travel 5000-5999: Services And Other Operating Expenditures \$2,000</p> <p>MAC Assessments 5000-5999: Services And Other Operating Expenditures 6,000</p>	<p>Sub costs for articulation 1000-1999: Certificated Personnel Salaries Base 2,793</p> <p>Meeting Costs 4000-4999: Books And Supplies Base 3,370</p> <p>Meeting Costs 5000-5999: Services And Other Operating Expenditures Base 285</p> <p>iReady 5000-5999: Services And Other Operating Expenditures Base 1,410</p>

to discuss curriculum and best practices.

Another outcome of the articulation efforts with the partner districts was the Math Night that was held in November. The goal was to inform our future families of the various math and STEM options available for students once they reach high school. Over 200 families attended the math night.

## 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 programs status, semester grades, 7th grade SBAC scores, and latest ELPAC scores. These multiple measures are used to examine the placement of students in high school math. iReady math 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.	No costs associated with this action.	No costs associated with this action.



## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional Materials and Professional Development for support classes and teachers.	Duplicate of Goal 2, action 3.		Duplicate of Goal 2, action 3.

## 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. Teacher articulation with the middle schools continue to be areas of focus. The work that was accomplished will be carried over to the 2019/20 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. Continued improvement was 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 and benefits due to negotiated increases.

In Action #1, the budget for the student awards was duplicate in Goal 3.4.

In Action #2, the PD costs were incurred in Goal 1, action 1.

In Action #3, 2.6 FTE were offered rather than the planned 3.0 FTE due to enrollment changes.

In Action #5, articulation between teachers at the middle and high schools occurred but did not incur the cost originally projected. In addition, there was minimum travel therefore we did not incur a cost for travel. The iReady test was relatively less expensive than the prior exam.

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.

In 2019/20, we will add .4 FTE to reduced class sizes in Algebra II. This will be added to Action #4.

# Annual Update

LCAP Year Reviewed: **2018-19**

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 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:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Dashboard

### 18-19

Maintain or improve scores provided for ELs on the California Dashboard:  
EL Graduation Rates  
Suspension Rates  
English Learner  
Progress

### Baseline

In 2015-16 the English proficiency rating for English Learners on the State Dashboard was "green" (met expectations).

Actual

According to the Fall 2018 CA Dashboard, graduation rates have maintained for English Learners.

- Districtwide: 95.2% graduation rate, Yellow rating for EL students at 89.4%, increase of .7%
- LAHS: 97.9% graduation rate, Blue rating for EL students at 95.7%,

increased by 1.9%

- MVHS: 94.6% graduation rate, Orange rating for EL students at 75.5%, decrease of 5.5%

According to the Fall 2018 CA Dashboard, suspension rates have maintained for English Learners.

- Districtwide: 2.5% suspension rate, Yellow rating for EL students at 5.9%, increased by 0.1%

## Expected

## Actual

- LAHS: 2% suspension rate, Orange rating for EL students, increased by 2%
  - MVHS: 2.5% suspension rate, Green rating for EL students at 4.1%, decreased by .4%
- In the Fall 2018 CA Dashboard, there is no rating for English Learner Progress until Fall 2019 when districts will have comparative data.
- Districtwide: 42.5% of EL students scored Level 4 on the ELPAC; 21.5 scored Level 1
  - LAHS: 55.8% of EL students scored Level 4 on the ELPAC; 1.3% scored Level 1
  - MVHS: 33.3% of EL students scored Level 4 on the ELPAC; 34% scored Level 1

### Metric/Indicator

District Accountability Report

### 18-19

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. At LAHS, EL students performed better than previous years. EL students improved on the math portion. EL students met most of the targets in this area for this year.

### Districtwide

SBAC ELA Met/Exceed # 6

SBAC ELA Met/Exceed 13% (3% increase) - Met target

SBAC Math Met/Exceed # 6

SBAC Math Met/Exceed 12% (8% increase) - Met target

### LAHS

SBAC ELA Met/Exceed # 3

SBAC ELA Met/Exceed 20% (15% increase) - Met target

SBAC Math Met/Exceed # 1

SBAC Math Met/Exceed 7% (7% increase) - Met target

### MVHS

SBAC ELA Met/Exceed # 3

SBAC ELA Met/Exceed 10% (1% decrease) - Did not meet target

SBAC Math Met/Exceed # 5

SBAC Math Met/Exceed 14% (6% increase) - Met target

## Expected

### Metric/Indicator

State English Learner Progress and Proficiency Report

#### 18-19

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)

#### 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

#### 18-19

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

### Metric/Indicator

State ELD Accountability Report

#### 18-19

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

## Actual

Data was not provided by the State for the 2018/19 school year.

Redesignation (reclassification) rates varied between the sites. The ELPAC is a new assessment which was used to determine eligibility. Being new, the ELPAC was more challenging for students compared to the former CELDT. The criteria will be changing in the 2019/20 school year which may have positive results on future redesignation rates.

Districtwide

EL Redesignation # 62

EL Redesignation 19.3% (.9% decrease - Did not meet target)

LAHS

EL Redesignation # 36

EL Redesignation 27.1% (2.5% growth - Met target)

MVHS

EL Redesignation # 26

EL Redesignation 16% (4.7% decrease - Did not meet target)

In the Fall 2018 CA Dashboard, there is no rating for English Learner Progress until Fall 2019 when districts will have comparative data.

Districtwide: 42.5% of EL students scored Level 4 on the ELPAC; 21.5 scored Level 1

LAHS: 55.8% of EL students scored Level 4 on the ELPAC; 1.3% scored Level 1

MVHS: 33.3% of EL students scored Level 4 on the ELPAC; 34% scored Level 1

## Expected

## Actual

### Metric/Indicator

District Accountability Report

#### 18-19

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.

The ELPAC was administered in April 2019. Scores have not been released to examine progress.

Although the number of students at LAHS who took at least one AP course increased, the sites and districtwide target was not met.

#### Districtwide

Stu w/ at Least 1 AP Class # 29

Stu w/ at Least 1 AP Class 11% (increased by 1% - did not meet target)

#### LAHS

Stu w/ at Least 1 AP Class # 13

Stu w/ at Least 1 AP Class 13% (increased by 4% - did not meet target)

#### MVHS

Stu w/ at Least 1 AP Class # 16

Stu w/ at Least 1 AP Class 10% (decreased by 1% - did not meet target)

### Metric/Indicator

District Accountability Report

#### 18-19

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.

#### Districtwide

Unweighted GPA 2.63 (increased by .50 - Met target)

#### LAHS

Unweighted GPA 2.51 (increased by .03 - Did not meet target)

#### MVHS

Unweighted GPA 2.71 (increased by .08 - Did not meet target)

### Metric/Indicator

District Accountability Report

#### 18-19

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 increased overall and at each site.

#### Districtwide

Freshman GPA > 2.0, 80% (increased by 3% - Met target)

#### LAHS

Freshman GPA > 2.0, 81% (increased by 2% - Met target)

#### MVHS

Expected

Actual

Freshman GPA > 2.0, 79% (increased by 3% - Met 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 content, skills, assessment and expectations.	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.	Meeting expenses, subs, food, training costs 5000-5999: Services And Other Operating Expenditures 20,000	Meeting expenses, subs, food, training costs 5000-5999: Services And Other Operating Expenditures Title II 15,559
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.	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 assessment and how the ELD/ELA should reflect in curriculum.	Books, Instructional Materials 4000-4999: Books And Supplies 10,000	Instructional Materials 4000-4999: Books And Supplies Base 8,437
Purchase materials that support the language acquisition and content learning for ELs.	More work needs to be done to partner with middle schools to collaborate and align curriculum. This will be a focus in 2019-20.		

### Action 2

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



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

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 and Academic Skills.

The Pre-Environmental science course is a course students make take to earn science graduation credit. This course and Pre-biology are being examined to determine if the courses can qualify for a-g eligibility.

The Academic Skills class was focused on supporting newcomer EL students. The course is designed after AVID and includes a social emotional learning component.

The teachers assigned to content EL courses collaborated with the ELD teachers to ensure that the ELD/ELA standards were embedded in the curriculum. The teachers researched grade level and language proficiency appropriate materials for students in ELD 1-3.

0.8 FTE, 4 sections of classes designed especially to help ELs access content classes required for graduation 1000-1999: Certificated Personnel Salaries 100,000

Cost of benefits 3000-3999: Employee Benefits \$15,800

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

0.8 FTE, 4 sections of classes designed especially to help ELs access content classes required for graduation 1000-1999: Certificated Personnel Salaries Base 129,422

Benefits 3000-3999: Employee Benefits Base 45,701

Instructional Materials 5000-5999: Services And Other Operating Expenditures Base 25,828

### Action 3

#### Planned Actions/Services

Continue to engage the Latino community in the education of their children and provide parent

#### Actual Actions/Services

Latino families had multiple ways to participate in the school community, including, the monthly

#### Budgeted Expenditures

Materials and supplies needed to host community events 4000-4999: Books And Supplies \$25,000

#### Estimated Actual Expenditures

Materials and supplies needed to host community events 4000-4999: Books And Supplies Base 18,267

<p>education workshops on a variety of topics suggested by parents.</p> <p>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.</p> <p>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.</p> <p>Summer School Mental Health Support services will be provided for EL students.</p> <p>Newcomer students will work with one dedicated guidance counselor at MVHS.</p>	<p>Cafesito/Lucha site meetings, the quarterly ELAC and DELAC, the third cohort of PIQE workshops, various LCAP stakeholder input meetings, and variety of celebratory events at the sites.</p> <p>MVLA places great emphasis on empowering our families to be strong advocates for their students.</p> <p>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.</p> <p>The Principals' newsletters are translated in Spanish so that Latino parents can stay engaged even if they cannot attend a school event.</p> <p>One of the school based mental health therapists is designated to work with EL students, particularly newcomers who have experienced trauma in their former countries. The therapist works with students individually, holds group sessions and also works with the Academic Skills teacher to embed social emotional learning in the course.</p> <p>One guidance counselor at MVHS dedicated his partial caseload to EL students. This allowed for consistency and continuity of services for students.</p>	<p>Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars 5000-5999: Services And Other Operating Expenditures \$15,000</p> <p>2 FTE Parent/Community Outreach Coordinator 2000-2999: Classified Personnel Salaries 129,772</p> <p>Benefits 3000-3999: Employee Benefits 67,399</p> <p>Summer School Mental Health Support for EL students 2000-2999: Classified Personnel Salaries 2,500</p> <p>.2 Counselor (ELD) 1000-1999: Certificated Personnel Salaries 20,000</p>	<p>PIQE Contract 5000-5999: Services And Other Operating Expenditures Title III 12,471</p> <p>2 FTE Parent/Community Outreach Coordinator 2000-2999: Classified Personnel Salaries Base 101,794</p> <p>Benefits 3000-3999: Employee Benefits Base 84,829</p> <p>Summer School Mental Health Support for EL students 2000-2999: Classified Personnel Salaries Other 2,300</p> <p>.2 Counselor (ELD) 1000-1999: Certificated Personnel Salaries Base 30,190</p>
--	---	---	---

The EL Team at MVHS met on a weekly basis to discuss EL program and teachers needs, as well as the needs of the individual students. The team was made up of the assistant principal, the EL counselor, parent outreach liaison, EL assistant and the mental health therapist.

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to celebrate the academic achievement of Latino students, especially EL's through events sponsored by the ELD department and Latino community outreach groups.	<p>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.</p> <p>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.</p>	Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit 4000-4999: Books And Supplies \$25,000	Costs for celebrations and awards 4000-4999: Books And Supplies Base 18,750

#### 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	EL families had multiple ways to participate in the school community, including, the monthly Cafesito/Lucha site meetings, Tea Time for our Chinese families, the	No cost associated with this action.	No cost associated.

DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.

quarterly ELAC and DELAC, the third cohort of PIQE workshops, various LCAP stakeholder input meetings, and variety of celebratory events at the sites. Over 75 families participated in PIQE this year

ELAC and DELAC meetings included training on school systems, data analysis, the WASC process and the LCAP process.

Much of the time in DELAC was dedicated to reviewing data for LCAP, understanding their role in the WASC visits and discussing the criteria for reclassification. The parents developed a proposal for reclassification that would be presented to the board. Five parents sat on the WASC visiting committee interviews in March 2019. Two EL parents representing DELAC attended the May 20, 2019 board meeting when the reclassification criteria proposal was presented.

## Action 6

### Planned Actions/Services

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

### Actual Actions/Services

We contracted with Ellevation, a online data platform to monitor EL student progress. The system allows you to track students' progress on meeting the reclassification criteria. It also monitors the progress of

### Budgeted Expenditures

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

### Estimated Actual Expenditures

Ellevation Software and Training 5000-5999: Services And Other Operating Expenditures Title III 9,559

reclassified students by tracking grades and collecting feedback from teachers.

The soft launch took place in the spring where the EL teams from both sites received training for the system and discussed how it would be launched at the sites.

Department coordinators, counselors, teachers leaders, the Instructional Support Team and assistant principals were trained so that they can utilize the system and support teacher use.

The full launch will occur at the kick-off training for teachers in the fall.

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate EL Program and EL Master Plan.	As part of the EL Master Plan, the reclassification criteria was evaluated by staff and by the DELAC parent group. The state guidelines for reclassification were used in addition to sample criteria from neighboring districts. The proposal for new reclassification criteria was presented to the board on May 20, 2019 for a first reading and final approval will take place on June 10, 2019. If approved, this criteria will be in effect in the 2019/20 school year. There were	Consultant to review EL Program (master plan, PD, monitoring) 5000-5999: Services And Other Operating Expenditures Base 25,000	Cost carried over to 2019/20 0

no cost associated with these activities

Other sections of the the EL Master Plan will be continued to be evaluated in the 2019/20 school year. This will incur a cost for next year.

## 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, mostly 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 2018/19 allowed for moderate progress in meeting targets for ELs. In some areas, EL students showed growth, particularly in the areas of math. This may be attributed to the work teachers have been doing with the math instructional support team member. Other areas such as the SBAC and taking AP courses, ELs made slight 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 differing needs of newcomers versus long-term EL students. Dedicating one instructional support team member to working with teacher to differentiate this support will be a focus for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In Action #2 and #3, costs for salary and benefits increased for staff due to negotiated contract.

In Action #6, the cost for Ellevation was less than projected. Rate was determined by eligible student count.

In Action #7, the actions did not encumber any costs. However, the actions in 2019/20 will require the support of a consultant that will be contracted.

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 2019/20 LCAP under Goal #3.

Dedicate a member of the (IST) Instructional Support Team to work with the teachers that have a high population of EL students, including newcomer and long-term EL students.

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.

Work with an external consultant to evaluate EL program and master plan.

Continue to build partnerships with the middle school teachers and parents to allow for a smoother transition for students.



# Annual Update

## LCAP Year Reviewed: 2018-19

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
<p><b>Metric/Indicator</b> District Accountability Report</p> <p><b>18-19</b> Improve Special Ed students' academic performance across all Indicators.</p> <p><b>Baseline</b> Special Ed students' academic performance across all Board-adopted Indicators of Student Achievement will improve as measured by the District Accountability Report.</p>	<p>In general, Special Ed students' academic performance varied in 2017/18. LAHS continued to make progress on the ELA SBAC for the second year in a row. MVHS met the target on the math SBAC. The following data reflects the performance of students who are designated as "R" or Resource students who are served in Mild/Moderate programs and/or the mainstream. Overall, a-g completion rates and graduation improved. More 9th grade students passed their courses.</p> <p>Exceeding or Meeting standard on the SBAC</p> <p>SBAC - ELA</p> <p>LAHS Special Ed (R) # 20</p> <p>LAHS Special Ed (R) 57% (10% increase - Met target)</p> <p>MVHS Special Ed (R) # 17 (10 more students fell in this performance band than previous year)</p> <p>MVHS Special Ed (R) 57% (1% decrease - Did not meet target)</p> <p>SBAC - Math</p>

## Expected

## Actual

LAHS Special Ed (R) # 10  
 LAHS Special Ed (R) 29% (maintained - Did not meet target)  
 MVHS Special Ed (R) # 11  
 MVHS Special Ed (R) 37% (12% increase - Met target)

Districtwide:  
 Increase of 6% in a-g completion from 22% to 28% - Met target  
 Increase of 14% in graduation rate from 82% to 96% - Met target  
 Decrease of 4% in completion of Algebra II with a C or better from 60% to 56% - Did not meet target  
 Increase of 2% of 9th graders earning a 2.0 GPA or better from 81% to 83% - Did not meet target  
 Decrease of 2% of students with 1 or more AP classes from 18% to 16% - Did not meet target

### **Metric/Indicator** Software

#### **18-19**

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 was previously used by the mental health therapists to document their services with all students, including Special Ed students. The Healthmaster system proved to be challenging in the prior year of implementation and the district decided to go in another direction. This was consistent with other neighboring districts.

Instead, the district's Information Technology (IT) department developed a program that could track services for students and analyze data related to those services.

### **Metric/Indicator** District Records

#### **18-19**

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 previously offered as a tool to help teachers practice having difficult conversations with students about crisis situations. Teachers felt that it was not an effective tool therefore we opted to provide alternative ways to train teachers.

### **Metric/Indicator** District Records

Overall, the percentage of Students with Disabilities (SWD) that were suspended decreased slightly. Students at LAHS experienced more challenges in this area. MVHS made the most progress in reducing

## Expected

### 18-19

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.

## Actual

suspensions for SWD. The administrative teams along with the Director of Special Education continue to examine the data from DataZone and discuss ways to best support students that violate school rules.

CA Dashboard Areas of "Red" or "Orange" ratings:

Districtwide

Green for All students, maintained

Yellow for SWD students, decreased by 1%

LAHS

Yellow for All students, maintained

Orange for SWD students, increased by 2.7%

MVHS

Orange for All students, increased by .3%

Green for SWD students, decreased significantly by 3.5%

## 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	<p>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 &amp; Learns where they trained teachers on various methods.</p> <p>The Special Education department hosted the Inclusion Collaborative</p>	Costs are embedded in Prof Dev & support provided to teachers through IST	Costs reflected in Goal 1 Action 1

Conference (SCCOE) virtual sessions where all teachers were able to view sessions related to the needs of students with disabilities.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" and provide individualized services.	The Wellness and Special Education departments worked together this year to identify students who required Tier II and Tier III interventions. This involved the work of the Student Services Coordinators and the mental health team. The departments met on a weekly basis at the sites and monthly districtwide to discuss cases of school avoidance or other therapeutic needs.	2.0 FTE Mental Health Therapists 1000-1999: Certificated Personnel Salaries \$220,000	2.0 FTE Mental Health Therapists 2000-2999: Classified Personnel Salaries MVLA Foundation 261,563
Examine and implement site Tier II and Tier III services to address the needs of students with serious conduct disorders and therapeutic needs.		1.4 FTE, AVO 1000-1999: Certificated Personnel Salaries \$159,390	.4 FTE Certificated AVO 1000- 1999: Certificated Personnel Salaries Base 49,355
Evaluate Alta Vista Opportunity (AVO) Program in meeting the needs of students with serious conduct disorders and therapeutic needs.	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 lead AVO teacher worked closely with an IST member and the Director of Special Education to ensure the classroom environment and the curriculum addresses the academic and social/emotional needs of the AVO students.	Cost of benefits 3000-3999: Employee Benefits \$77,418	Total Benefits 3000-3999: Employee Benefits Base 189,944
Expand mental health services for ELs in summer school.			1.0 AVO/AVHS CCR 2000-2999: Classified Personnel Salaries Base 93,319

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. A part time bilingual therapist also worked at summer school to provide services for students.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	<p>The number of Co-taught sections increased at both LAHS and MVHS. Co-taught courses were offered in science, math, English, health and CTE. Positive results were observed in the co-taught classes.</p> <p>Teachers engaged in co-teaching training with Susan Hentz in the late spring of the prior year and in January of 2019. The IST members worked with the teachers throughout the year to provide them support. Teachers had common preps with their co-teachers that allowed for continuous collaboration.</p>	<p>4.8 FTE Co-Teaching salaries 1000-1999: Certificated Personnel Salaries \$500,000</p> <p>Collaboration time for teachers/training for co-teaching 1000-1999: Certificated Personnel Salaries \$30,000</p> <p>Cost of benefits 3000-3999: Employee Benefits \$90,000</p>	<p>Co-Teachers FTE 1000-1999: Certificated Personnel Salaries Base 623,897</p> <p>Collaboration Time reflected in Goal 1.1</p> <p>Total Benefits 3000-3999: Employee Benefits Base 251,730</p>

### 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.	<p>The sites collaborated with the middle schools on a number of occasions. The Special Ed Directors met to discuss program models, support services and co-teaching and transition of 8th graders.</p> <p>The directors from the neighboring high school districts also collaborated to share resources and discuss future partnerships.</p> <p>Joint training for Special Education staff from the partner middle schools and high school also took place.</p> <p>Co-teaching teachers from the high school and middle school were trained together on co-teaching.</p>	No new cost associated with this action.	No costs associated with this action.

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer newly implemented Academic Conversations/Executive Functioning class at each comprehensive site.	MVHS and LAHS offered a course called "Academic Conversations" which embedded executive functioning skills. The course serves students with autism. The course provides students the skills to work in groups, content with conflict, express their emotions clearly and understand perspectives of others.	<p>0.4 FTE 1000-1999: Certificated Personnel Salaries \$45,540</p> <p>Cost of benefits 3000-3999: Employee Benefits \$9,108</p>	<p>0.4 FTE 1000-1999: Certificated Personnel Salaries Base 57,718</p> <p>Benefits 3000-3999: Employee Benefits Base 22,721</p>

## Analysis

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

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

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. 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. Several indicators showed growth which demonstrates promise in the work the sites are doing. The needs of Special Education students remains a high priority. The growth of the identification of students in Special Ed poses even more challenges in serving this population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only differences in expenditures is the the increase of salary and benefits.

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

No changes were made to this goal.



# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

The district and the board regularly review student outcome data. In December of 2018, 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 review 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 went 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.

Instructional Support Team - Data Analysis and Actions Review - ongoing

DELAC Meeting - Needs Assessment - Sept 13, 2018

ELAC Meeting - MVHS - Needs Assessment Survey- Sept 20, 2018

ELAC Meeting - LAHS - Needs Assessment Survey- Sept 20, 2018

DELAC Meeting - Data Analysis - Dec 13, 2018

ELAC Meeting - Data Analysis - MVHS - Dec 20, 2018

EL Team at LAHS - January 29, 2019

School Site Council - Jan 30, 2019

Assistant Principals Council - Data Analysis - February 5, 2019

Student Survey sent to all students Feb 6, 2019

EL Team at MVHS - February 8, 2019

LUCHA Parent Meeting - Input Meeting - February 12, 2019

Student Leadership & ASB - MVHS & LAHS - February 13, 2019

Latino Summit Parent Focus Groups and Survey - March 9, 2019

Districtwide LCAP Advisory Committee - Data Analysis and Actions Review - March 11, April 1 & April 29, 2019 (Staff, Parent, Student, Community, Admin, SPED Department, DTA, CSEA)

PTSA - MVHS - Review LCAP- May 1, 2019  
School Site Council LAHS - Review LCAP - May 7, 2019  
DELAC Meeting - Approval of the LCAP goals and actions - May 9, 2019

The Public Hearing was held on June 10, 2019 and the Board adopted the LCAP on June 17, 2019.

## **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 a more focused approach to meeting the academic needs of long-term English learners, continue to address the balance between high achievement and student well-being, and a model that increases the number of students with disabilities in mainstream courses. 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)

Unchanged 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.

There is evidence of disproportionate suspension rates for our critical learners and high-need students.

There is a continued need to examine our attendance practices and data for chronic absenteeism, including school avoidance.

According to the CA Healthy Kids Survey Data, there is a need to address school connectedness and stress/high anxiety among students.

There is a continued need to provide students with high quality career technical course options.

## 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)
CA Dashboard	71.7% of MVLA high school graduates placed in the "Prepared" level on the College/Career Indicator. MVLA is			The district will increase the percentage of students meeting the College and Career Indicator and remain

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	"blue" for all students on the CA Dashboard			"blue" on the CA Dashboard.
District Records	Percentage students passing the AP exam with a 3 or better  Baseline in 2016/17: 83% districtwide	Be at or above target of 85% of students passing the AP with a 3 or better	Be at or above target of 85% of students passing the AP with a 3 or better	Be at or above target of 85% of students passing the AP with a 3 or better
DataQuest	Chronic Absenteeism and Attendance Rates  Baseline in 2016/17 MVLA: 10.9% County: 8.6% State: 10.8%	Reduce the Chronic Absenteeism rate below the county and state level.	Reduce the Chronic Absenteeism rate below the county and state level.	Reduce the Chronic Absenteeism rate below the county and state level.
Local Indicators	Percentage of students prepared for college through the EAP  Baseline in 2016/17 ELA: 71% Math: 66%	Increase the percentage of students prepared for college through the EAP	Increase the percentage of students prepared for college through the EAP	Increase the percentage of students prepared for college through the EAP

## 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)

[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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 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 collaboration

**2018-19 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
- Course Team collaboration

**2019-20 Actions/Services**

**Professional Development:**

- Curriculum Institute
- Instructional Support Team
- Six days of annual site-level PD
- Learningpalooza Training Day
- Course Team collaboration

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$103,500	\$100,000
Source	Base	Base	Base
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 & Learningpalooza)
Amount	\$200,000	0	0
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Cost for 6.5 hours of required PD for staff collaboration		
Amount	\$300,000	0	0
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Practice Fund		
Amount	\$330,000	350,000	485,000
Source	Base	Base	Base
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	180,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Cost of Benefits	3000-3999: Employee Benefits Cost of Benefits	3000-3999: Employee Benefits Cost of Benefits for IST & Extra Hours

Amount	\$80,000	\$100,000	\$40,000
Source	Base	Base	Base
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
Amount			10,000
Source			Base
Budget Reference			4000-4999: Books And Supplies Instructional and Training Materials

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools  
Specific Schools: LAHS, MVHS, AVHS  
Specific Grade Spans: 9-12

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)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

Annual Chromebook refreshment

## 2018-19 Actions/Services

Annual Chromebook refreshment

## 2019-20 Actions/Services

Annual Chromebook refreshment

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$140,000	\$200,000	\$250,000
Source	Base	Base	Base
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

**Location(s):**

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

All Schools  
Specific Schools: LAHS, MVHS, AVHS**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)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

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	5,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Training on Restorative Justice Practices	1000-1999: Certificated Personnel Salaries Training on alternative to suspension practices	5000-5999: Services And Other Operating Expenditures Training or consultation costs

## Action 4

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

### Students to be Served:

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

All

### Location(s):

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

All Schools  
Specific Schools: LAHS, MVHS, AVHS  
Specific Grade Spans: 9-12

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)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption

2018-19 Actions/Services

Continue to review and revise the district's Attendance Policy and present new policy proposal to the Board for adoption

2019-20 Actions/Services

Implement the new Attendance Policy

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$30,000	\$20,000
Source	Base	Base	Base
Budget Reference	7000-7439: Other Outgo Reservation of 3-5 slots in County-run alternative programs	7000-7439: Other Outgo Reservation of 3-5 slots in County-run alternative programs	7000-7439: Other Outgo Reservation of 2 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

#### 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

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)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 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".

#### 2018-19 Actions/Services

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)

#### 2019-20 Actions/Services

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	405,000
Source	Base	Base	Base
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	120,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits Cost of Benefits

Amount		25,000	25,000
Source		Base	Base
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	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12
-----	---

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

## Actions/Services

	New Action	Modified Action
	Exploration and design of a PBIS/MTSS model and Social Emotional Learning Curriculum	Continue to explore and design of a PBIS/MTSS model and Social Emotional Learning Curriculum

## Budgeted Expenditures

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

## Action 7

All	All Schools Specific Schools: MVHS. LAHS
-----	---

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

		New Action
		<p>Work toward full implementation of the district's vision for a comprehensive career technical education program, which includes the creation/expansion of two Engineering (STEAM) Academies and supporting the Academy of Communication, Arts and Technology (Freestyle). Continue to offer high quality curriculum and instruction aligned with the California Career Technical Education Model Curriculum Standards. Continue to support teachers in seeking CTE credentials and required state certification. Continue to develop coherent sequences of career technical education courses that enable students to transition to post-secondary education programs that lead to a career pathway or attain employment upon graduation from high school. Continue to provide students with quality career exploration and guidance, counseling and guidance and leadership development. Continue to strive for system alignment, coherence, and articulation, including ongoing and regional or local partnerships with post-secondary educational institutions, documented through formal written agreements.</p>

## Budgeted Expenditures



Amount			180,000
Source			CTEIG
Budget Reference			4000-4999: Books And Supplies Materials and Supplies
Amount			20,000
Source			CTEIG
Budget Reference			5000-5999: Services And Other Operating Expenditures Professional Development Costs; consultants, training
Amount			35,000
Source			CTEIG
Budget Reference			6000-6999: Capital Outlay Capital Outlay

# 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)

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)

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

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

**2017-18 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.

**2018-19 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.

**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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$25,000	0
Source	At Risk	At Risk	
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	Support Latino Awards assemblies and Latino Summit - budget reflected under Goal 3.4

**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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 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

**2018-19 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

**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

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	\$140,000
Source	Base	Base	Base
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	\$55,000
Source	Base	Base	Base
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	\$10,000
Source	Base	Base	Low Performing Student Grant (LPSG)
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)

[Add Students to be Served selection here]

**Location(s):**

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

[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

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools  
Specific Schools: LAHS and MVHS  
Specific Grade Spans: 9-10

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 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.

**2018-19 Actions/Services**

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.

**2019-20 Actions/Services**

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	\$410,000
Source	At Risk	At Risk	At Risk
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 and Elevate teachers
Amount	\$50,000	\$51,750	\$35,000
Source	Base	Base	Base
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	5000-5999: Services And Other Operating Expenditures Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp
Amount	\$220,000	\$280,000	\$285,000
Source	At Risk	At Risk	At Risk
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	\$275,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits for teachers and IAs

Amount		10,000	12,000
Source		Base	Base
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	120,000
Source		At Risk	At Risk
Budget Reference		2000-2999: Classified Personnel Salaries Instructional Associates	2000-2999: Classified Personnel Salaries Instructional Associates
Amount		14,000	14,000
Source		Base	Base
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	10,000
Source		Base	Base
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	10,000
Source		Base	Base
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)

### Location(s):

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

All

All Schools  
Specific Schools: LAHS, MVHS  
Specific Grade Spans: 9

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)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

**2017-18 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.

**2018-19 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.

**2019-20 Actions/Services**

Continue to reduce Class Sizes in math classes at the freshman level and Algebra II CP 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	411,100
Source	Base	Base	Base
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 3.2 FTE, Additional staff to reduce class size in Algebra I & II

Amount	60,000	63,000	133,850
Source	Base	Base	Base
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)

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)

[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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

### 2017-18 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,

### 2018-19 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,

### 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.

which also serves a placement validation purpose.

which also serves a placement validation purpose.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,175	\$3,000
Source	Base	Base	Low Performing Student Grant (LPSG)
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
Source	Base	Base	Base
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	0
Source	Base	Base	
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of travel	5000-5999: Services And Other Operating Expenditures Cost of travel	Cost of travel, reflected in sub costs
Amount		6,000	3,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures MAC Assessments	5000-5999: Services And Other Operating Expenditures Math Placement Exam

## 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)

[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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Monitor and ensure appropriate placement with incoming 9th grade students in math.

2018-19 Actions/Services

Monitor and ensure appropriate placement with incoming 9th grade students in math.

2019-20 Actions/Services

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.

# 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)

[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

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)

#### Location(s):

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

All Schools  
Specific Schools: MVHS  
Specific Grade Spans: 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

#### 2017-18 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.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

#### 2018-19 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/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.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 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.

Dedicate a member of the (IST) Instructional Support Team to work with the teachers that have a high population of EL students, including newcomer and long-term EL students. (Budget reflected under Goal 1.1)

Provide targeted professional development opportunities for teachers assigned to ELD, SDAIE and courses with a high number of LTEL and RFEP students. (Budget reflected under Goal 1.1)

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	15,000
Source	Title II	Title II	Title II
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 Professional Development Costs
Amount		10,000	10,000
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Books, Instructional Materials	4000-4999: Books And Supplies Books, Instructional Materials
Amount			10,000
Source			Title II
Budget Reference			1000-1999: Certificated Personnel Salaries Collaboration Time

## 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)

[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

### Scope of Services:

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

Limited to Unduplicated Student Group(s)

### Location(s):

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

All Schools  
Specific Schools: MVHS  
Specific Grade Spans: 9-12

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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	130,000
Source	Base	Base	Base
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 1.0 FTE, 5 sections of classes designed especially to help ELLs access content classes required for graduation
Amount	\$13,200	\$15,800	\$50,000
Source	Base	Base	Base
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	10,000
Source		Title III	Title III
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)

[Add Students to be Served selection here]

#### Location(s):

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

[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

#### Scope of Services:

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

Limited to Unduplicated Student Group(s)

#### Location(s):

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

All Schools  
Specific Schools: LAHS, MVHS, AVHS  
Specific Grade Spans: 9-12

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

#### 2017-18 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.

District will contract with PIQE & FEI to provide parent education seminars to

#### 2018-19 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.

District will contract with PIQE to provide parent education seminars to educate

#### 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.

District will contract with PIQE to provide parent education seminars to educate

educate parents on all aspects of helping students get on, and stay on a pathway to college.

parents on all aspects of helping students get on, and stay on a pathway to college.

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.

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.

Summer School Mental Health Support services will be provided for EL students.

Newcomer students will work with one dedicated guidance counselor at MVHS.

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	\$10,000
Source	At Risk	At Risk	At Risk
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
Source	Title III	Title III	Title III
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	130,000
Source		Base	Base
Budget Reference		2000-2999: Classified Personnel Salaries 2 FTE Parent/Community Outreach Coordinator	2000-2999: Classified Personnel Salaries 2.0 FTE Parent/Community Outreach Coordinator
Amount		67,399	85,000
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
Amount		2,500	2,500
Source		Other	Other
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	35,000
Source		Base	Base
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)

[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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 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.

**2018-19 Actions/Services**

Continue to celebrate the academic achievement of Latino students, especially EL's through events sponsored by the ELD department and Latino community outreach groups.

**2019-20 Actions/Services**

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
Source	At Risk	At Risk	At Risk
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)



[Add Students to be Served selection here]

[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

**Scope of Services:**

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

Limited to Unduplicated Student Group(s)

**Location(s):**

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

All Schools  
Specific Schools: LAHS, MVHS, AVHS  
Specific Grade Spans: 9-12

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 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.

**2018-19 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 DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.

**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 DELAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget			
Reference	Costs reflected under Goal 3.3.	Costs reflected under Goal 3.3.	Costs reflected under Goal 3.3.

**Action 6**

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners	Limited to Unduplicated Student Group(s)	All Schools Specific Schools: LAHS, MVHS, AVHS Specific Grade Spans: 9-12
------------------	--	---

#### Actions/Services

	New Action	Unchanged 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	10,000
Source		Title III	Title III
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]	[Add Location(s) selection here]
--	----------------------------------

OR

English Learners	Limited to Unduplicated Student Group(s)	All Schools Specific Schools: MVHS, LAHS
------------------	--	---

#### Actions/Services

		Unchanged Action
	Evaluate EL Program and EL Master Plan.	Evaluate EL Program and EL Master Plan.

#### Budgeted Expenditures

Amount		5,000	5,000
Source		At Risk	At Risk
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)

# 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.
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.
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)

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, 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

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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 (Goal 1.1)

## Action 2

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

### Students to be Served:

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

Students with Disabilities

### Location(s):

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

All Schools  
Specific Schools: AVHS, LAHS, MVHS  
Specific Grade Spans: 9-12

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)

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" and provide individualized services.

Examine and implement site Tier II and Tier III services to address the needs of

### 2019-20 Actions/Services

Continue collaboration between SPED Department and Wellness Program to identify "school avoiders" and provide individualized services.

Examine and implement site Tier II and Tier III services to address the needs of

- Add a bilingual therapist with training in Behavior Management at each site

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.

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	\$275,000
Source	Other	Other	Other
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	\$50,000
Source	Base	Base	Base
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 .4 FTE, AVO
Amount	\$74,800	\$77,418	\$190,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits



Amount			100,000
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries Community Resources Coordinator at AVO/AVHS

### 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)

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

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

Unchanged Action

2017-18 Actions/Services

Reduce the number of SDC classes and students enrolled in these classes and increase collaboration between regular ed

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Increase the number of co-teaching classes at the sites to foster greater inclusion of students with disabilities in

and special ed teachers, and pilot models that foster greater inclusion of students with disabilities in regular ed classes, e.g. expand co-teaching.

mainstream core classes. Provide ongoing professional development for SPED and General Ed teachers through common preps, retreats, and coaching.

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	\$650,000
Source			Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries	1000-1999: Certificated Personnel Salaries 4.8 FTE Co-Teaching salaries	1000-1999: Certificated Personnel Salaries Co-Teaching Salaries
Amount	\$25,000	\$30,000	0
Source	Base	Base	
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	Collaboration time for teachers/training for co-teaching, Budget reflected in Goal 1.1
Amount	\$27,000	\$90,000	\$260,000
Source	Base	Base	Base
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)

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

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 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.

**2018-19 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.

**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.

**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)

**Location(s):**

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

Students with Disabilities

All Schools  
Specific Schools: LAHS, MVHS

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)

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action  
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Explore adding a new class on Executive Functioning

2018-19 Actions/Services

Offer newly implemented Academic Conversations/Executive Functioning class at each comprehensive site.

2019-20 Actions/Services

Continue to offer Academic Conversations/Executive Functioning class at each comprehensive site.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$44,000	\$45,540	\$60,000
Source	Base	Base	Base
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	25,000
Source	Base	Base	Base
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: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,704,402

Percentage to Increase or Improve Services

3.96%

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

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

The Supplemental and Concentration Grant Funds are principally directed towards actions and services that serve unduplicated pupils at MVLA. All services for unduplicated pupils 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 many cases, services have increased or improved by rethinking how we support students and those teachers that serve our unduplicated pupils. Increased or improved services did not require additional funding in many cases. We have made structural changes to our professional learning focus that will be principally directed at the service model for English Learners and the professional learning for teachers of EL and socio-economically disadvantaged (SED) students.

In addition to the actions and services that will be carried over to the 2019-20 school year, the following are increased or improved actions that will be directed at unduplicated pupils:

Continue to monitor student progress and utilize tools as Ellevation and 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. Ellevation allows teachers to provide feedback on the progress of EL and RFEP students. The At-Risk counselor and the counselor designated to work with ELD Newcomer students will use Ellevation & 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.

Dedicate a member of the Instructional Support Team to focus on the needs of EL and SED students. This member will promote discipline related ELA instruction in all classes, for the benefit of ELs specifically.

Provide training retreats for ELD and content area teachers to continue aligning to the ELD/ELA framework. Examine the EL Achieve PD module to train teachers.

Dedicate a bilingual mental health therapist to support Newcomer English Learners. Have this position provide services to ELD students enrolled in Newcomer Academic Support class.

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.

Assign Instructional Associates to work in general education courses to support LTEL students taking mainstream classes.

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 be 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.
- 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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,518,328

Percentage to Increase or Improve Services

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.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

## Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.



**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

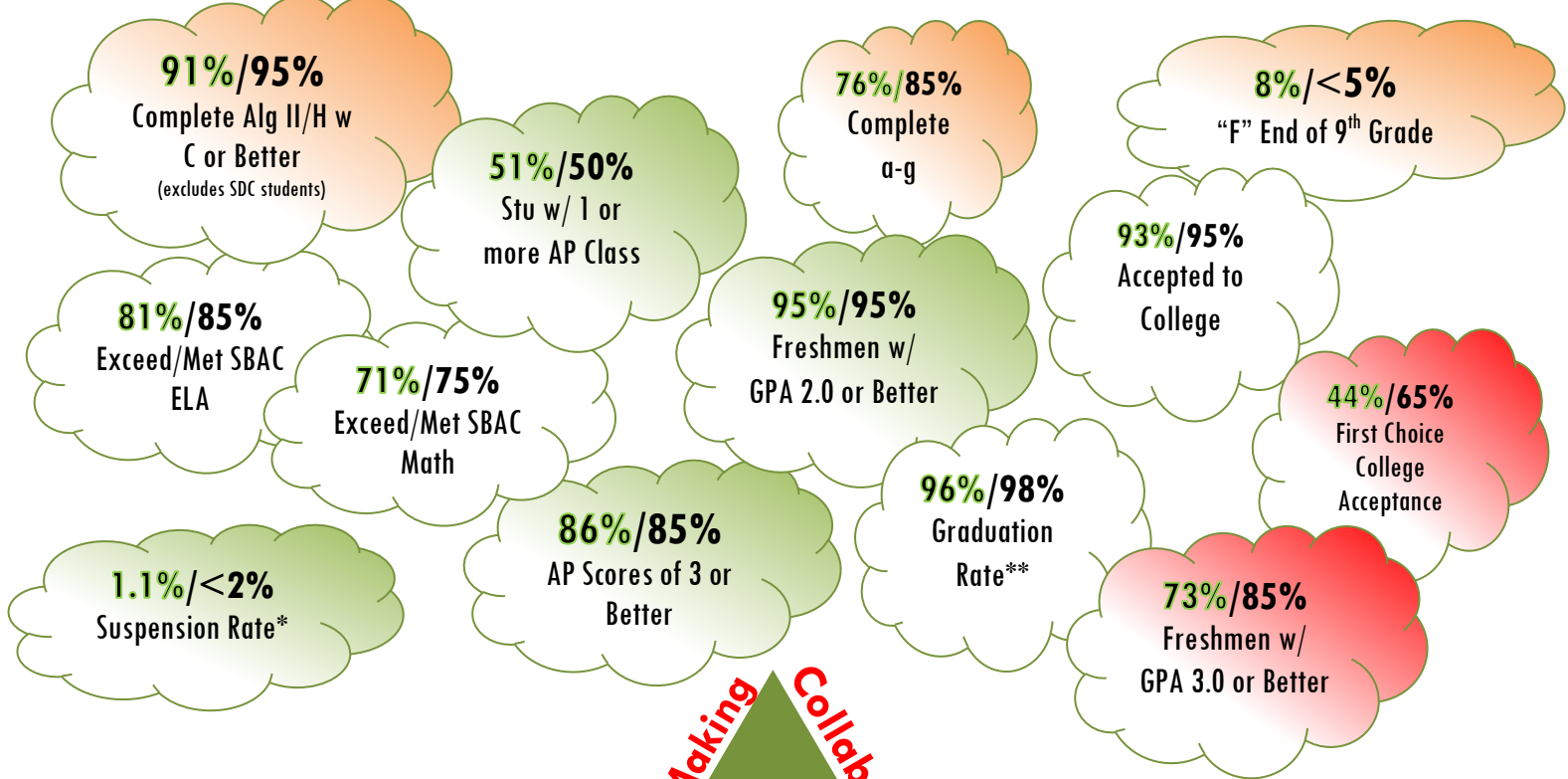
- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*

# Appendix 1

- (a) MVLA Performance at a glance
- (b) Comprehensive Professional Development Program

**2018**  
**MVLA District Accountability - Board Adopted Indicators**  
**Our Goal: Every Student Succeeds**



First number represents MVLA ACTUAL 2018 performance, second number represents our TARGET (where we would like to be)

Data reflects performance for MVHS & LAHS only  
 \*Data from Sp 2017 CA Dashboard \*\*CA Dashboard Reports 96.7%

# Academic Achievement for Every student

Closing the Opportunity and Achievement Gaps

## Math and English Language Arts and Next Generation Science

- Reading, Writing, Speaking, Listening
- Problem Solving, Critical Thinking, Collaboration
- Digital Learning, Literacy & Citizenship

## Wellness

Identity Safety, Growth Mindset, Digital Citizenship

School-wide Professional Learning days

Specialized Support

Extended Professional Learning

Special Events

Optional Support Learning

Resources at your fingertips

District Wide  
All school staff  
Interdisciplinary Groups  
Implementation Teams  
Department and Course teams

IST  
One-to-One  
Course Teams  
Departments

Curriculum  
Institute  
Conferences  
Webinars

Curriculum  
Institute  
Workshops  
Course  
Teams

Summer  
Lunch, Prep  
period,  
after school,  
and weekend

ZenDesk  
Google Synergise  
SBAC Digital Library  
And personalized resource lists  
MVLA Drive and Blogs  
Professional libraries and organizations

NGSS and CCSS adoption  
Edtech  
Homework ARs applied  
Data Analysis  
Collaboration

2B Evaluations  
Collaboration  
Alignment  
Demo Lessons  
Data analysis using formative and summative assessments.  
EdTech application  
Literacy

GAFE Summit  
Wellness workshops  
CAAASPP workshops  
Academic Discourse  
AVID Institutes  
Local and National Conferences  
Summer and August workshops  
Reading Apprenticeship  
Kognito

PLC  
Digital Educator Course  
Google Bootcamp  
Learning Palooza

Google suite  
Actively Learn  
PearDeck  
ThinkCERCA  
SBAC results analysis  
AVID WICOR  
New Teacher program  
Innovation Teams  
Student Support

a-g completion

Alg II w/C or better

SBAC - EAP

F's 9th grade

Stu with at least 1 AP course

College Acceptance & Readiness

Suspension Rate

Graduation Rate



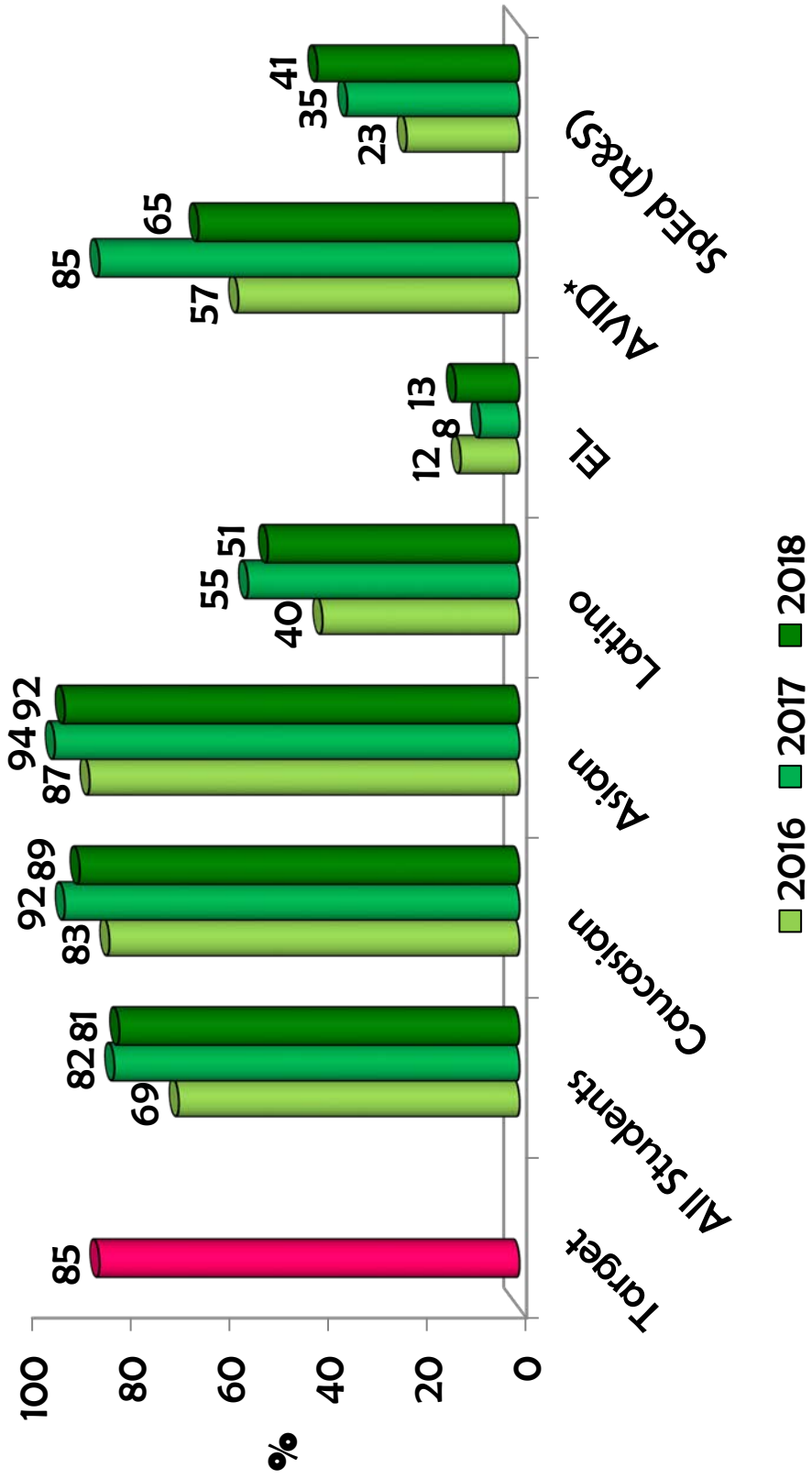
# Appendix 2

## Board Adopted Indicators of Student Success

- (a) Core & Local Indicators
- (b) LCAP Goal 2 & 3
- (c) CA Healthy Kids School Climate Report
  - Los Altos High School
  - Mountain View High School

	#	Board Adopted Indicators of Student Success
Core Indicators	1a	SBAC & EAP (ELA)
	1b	SBAC & EAP (Math)
	2	A-G Completion Rate
	3	Algebra II Completion Rate with "C" or Better (excluding SDC)
	4	AP Test Results
	5	SAT Reasoning Test
	6	SAT Subject Test
	7	Freshmen GPA - 2.0 or higher
	8	Freshmen Earning "F's"
	9	AP-Honors Enrollment (Stu w/1 AP class or more)
	10	Graduation Rates
Other Relevant Data (a) Local	11	National Merit
	12	College Acceptance Rate
	13	1 <sup>st</sup> Choice College
	14a	Attrition & Grad by Feeder School
	14b	Attrition & Grad by Ethnicity
Other Relevant Data (b) State Reported	16	STEM Enrollment
	17	LCAP Accountability Report for LCAP goals 2 & 3 (2018-19)

# SBAC Met/Exceed: ELA

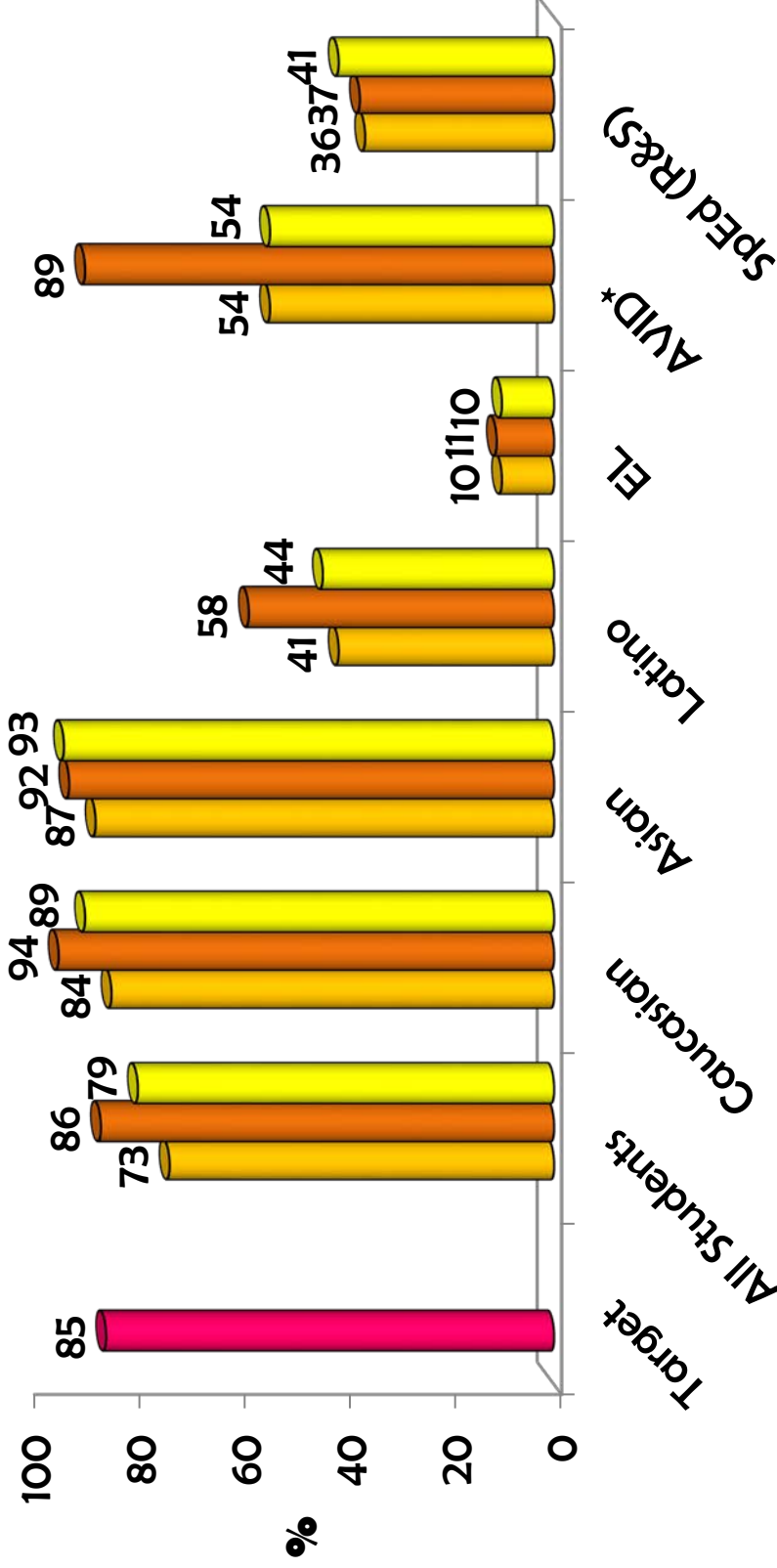


Data represents Mountain View HS and Los Altos HS only  
 \*Data from Indicator 1a

Indicator 1a  
 2016, 2017 & 2018 Data  
 Source: CAASPP - Official SBAC (does not match indicator 1a)



## SBAC Met/Exceed: ELA



2016 2017 2018

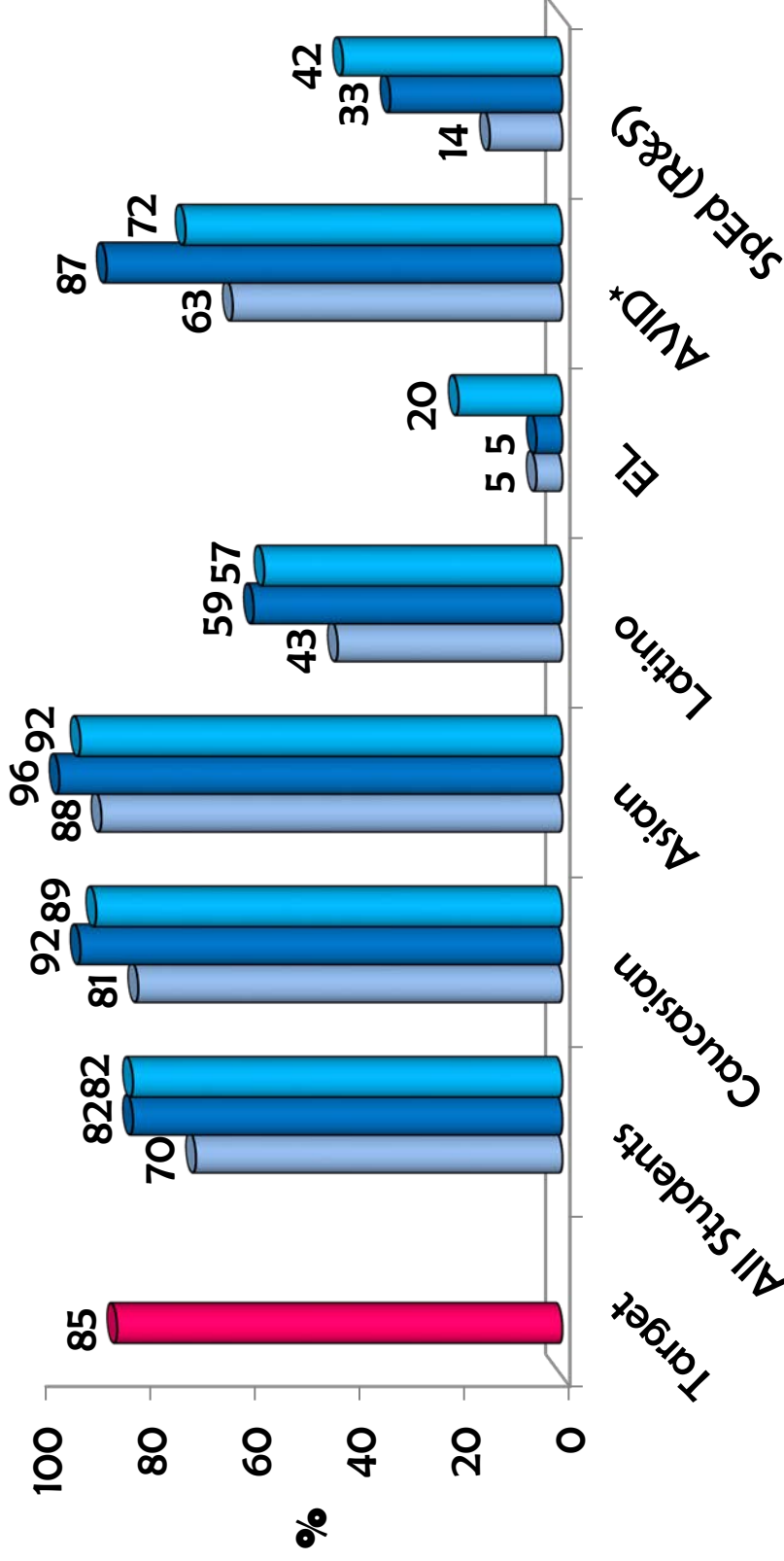
Indicator 1a

Data represents Mountain View HS only  
 \*Data from Indicator 1a

2016, 2017 & 2018 Data  
 Source: CAASPP - Official SBAC (does not match indicator 1a)

# LAHS

## SBAC Met/Exceed: ELA



■ 2016 ■ 2017 ■ 2018

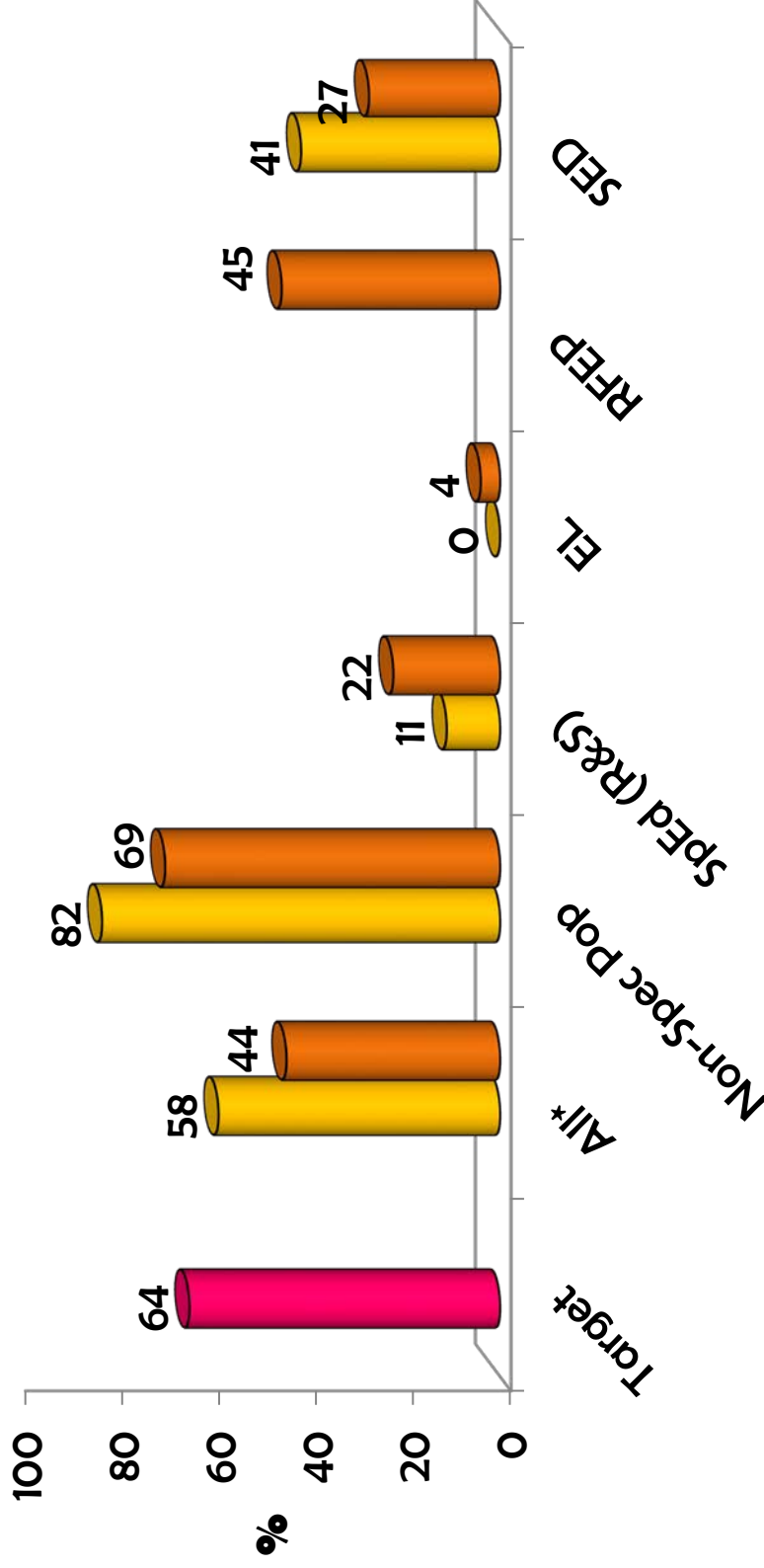
Indicator 1a

Data represents Los Altos HS only  
 \*Data from Indicator 1a

2016, 2017 & 2018 Data  
 Source: CAASPP - Official SBAC (does not match indicator 1a)

# SBAC Latino Disaggregated: ELA

**% Met/Exceed**



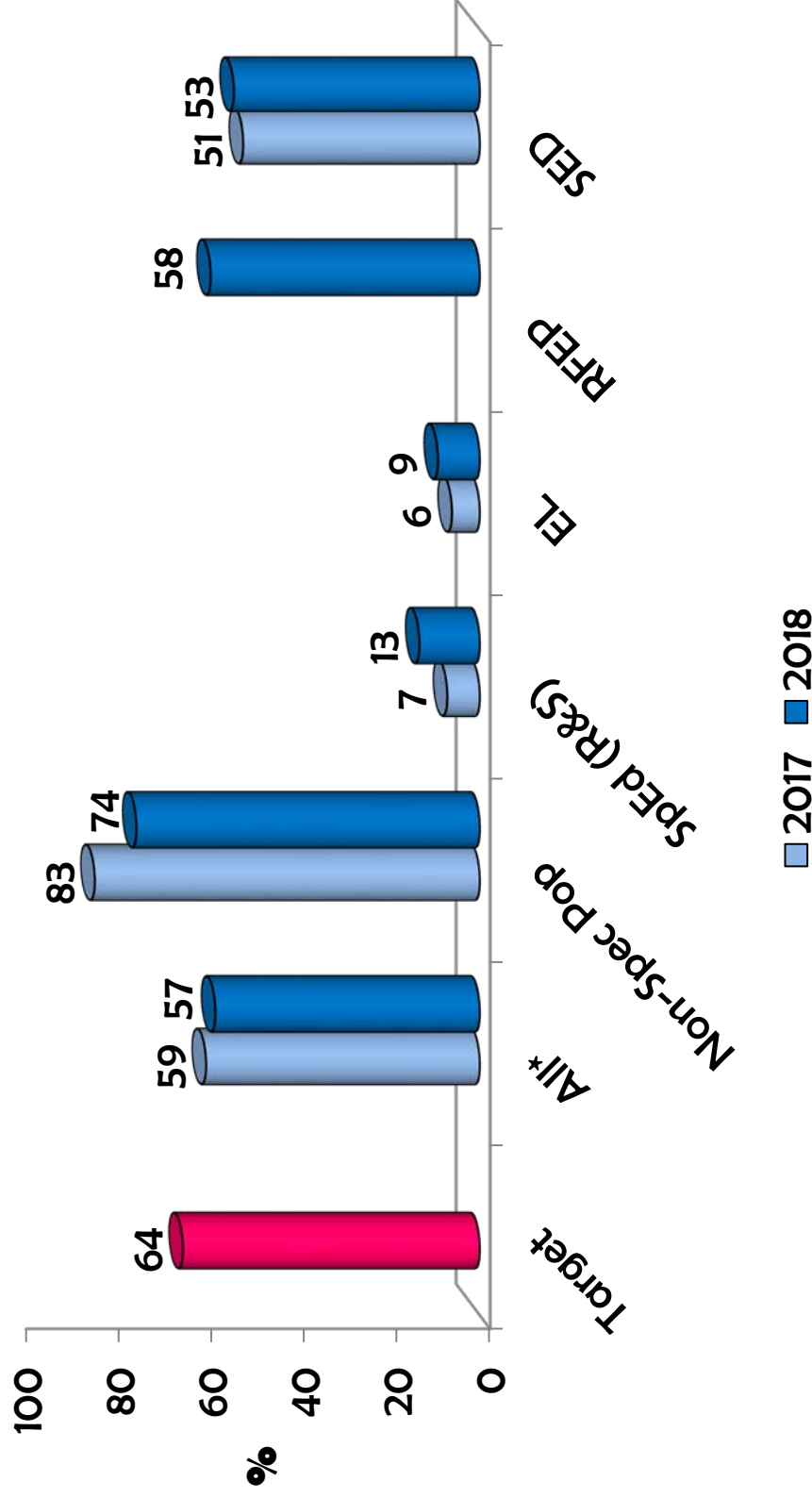
■ 2017 ■ 2018

Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS only

\*Data from CAA5PP – Official SBAC

# SBAC Latino Disaggregated: ELA

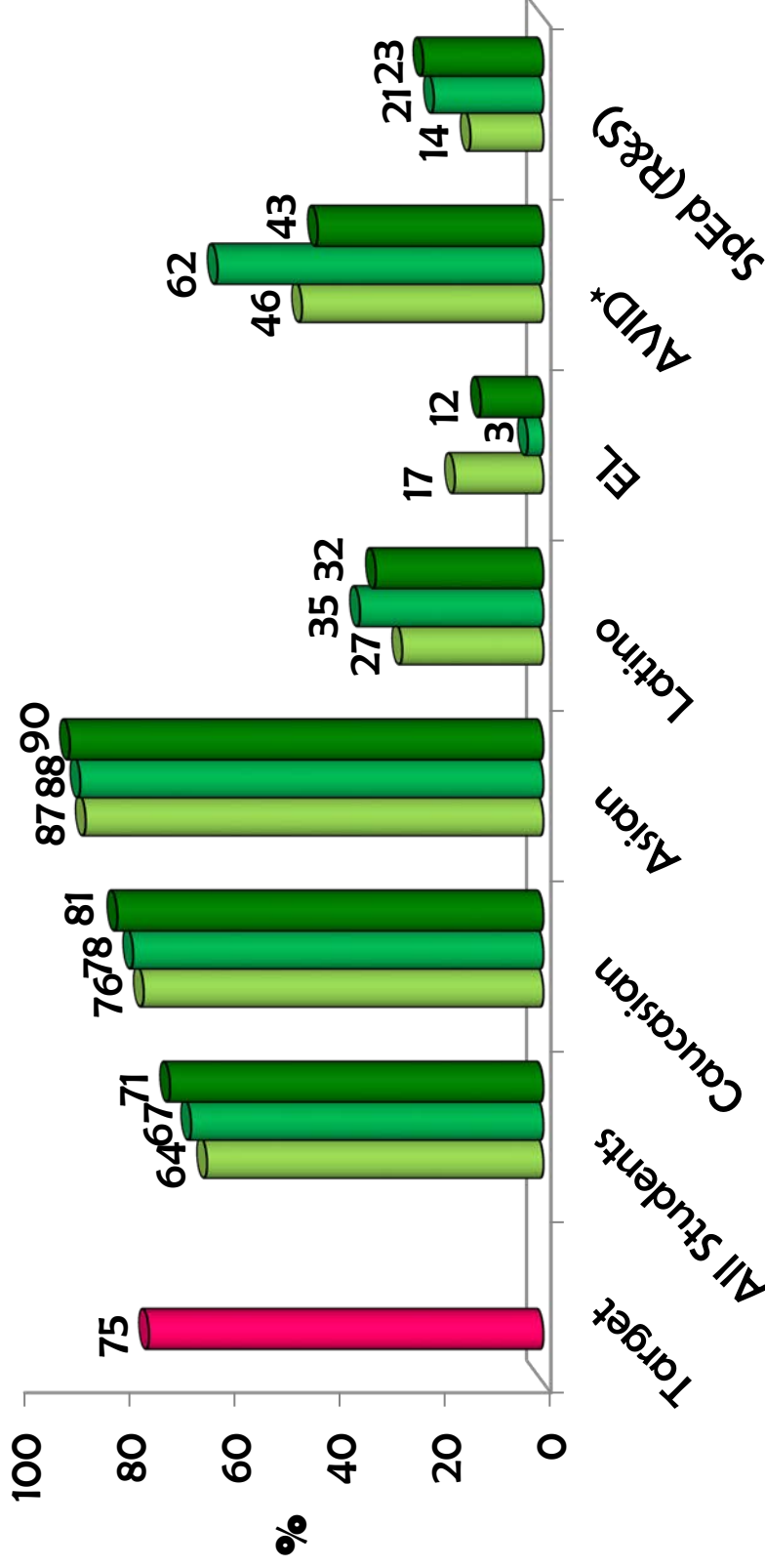
% Met/Exceed



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Los Altos HS only

\*Data from CAAASPP – Official SBAC

# SBAC Met/Exceed: Math

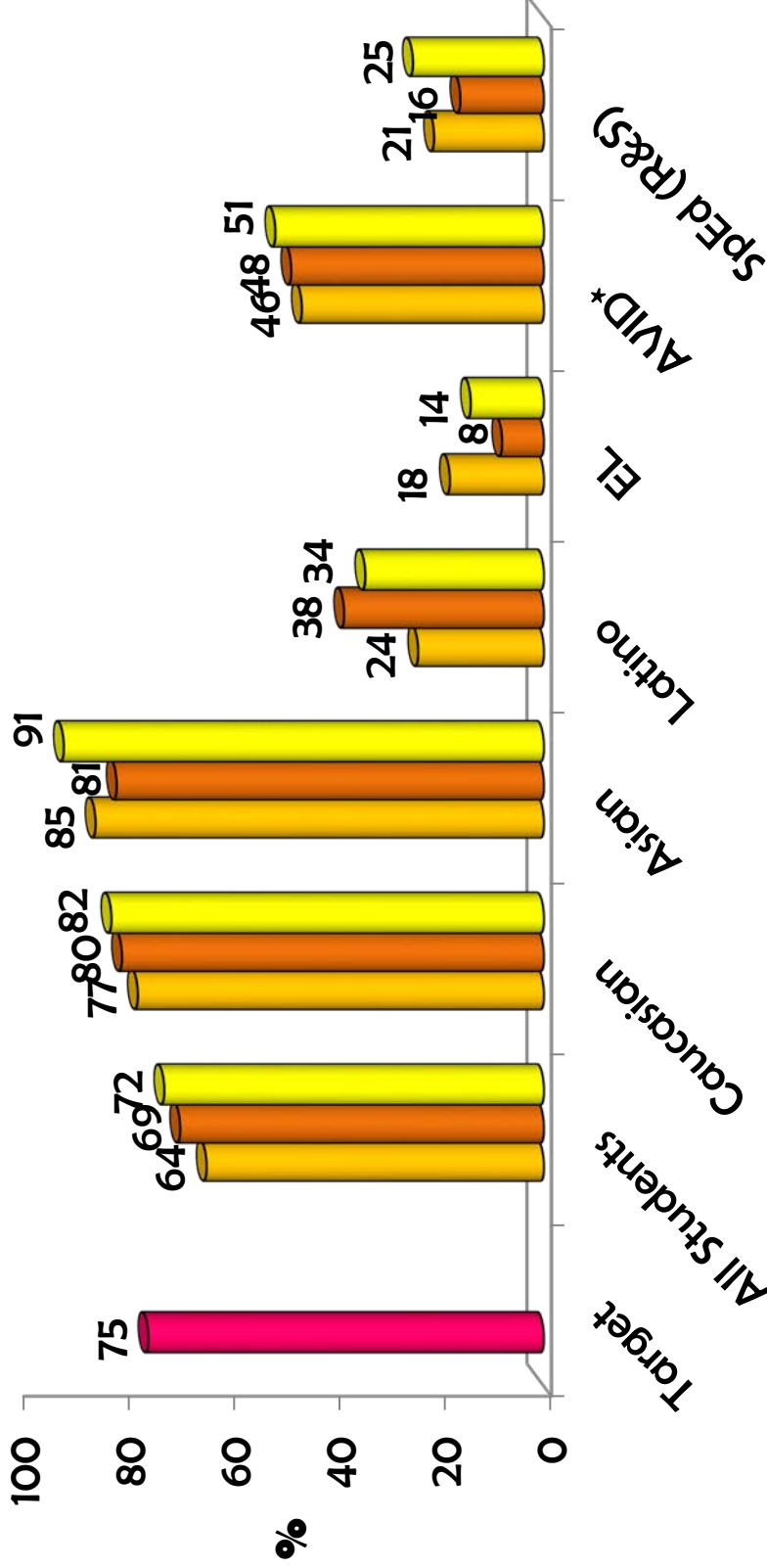


2016 2017 2018

Data represents Mountain View HS and Los Altos HS only  
 \*Data from Indicator 1b

Indicator 1b  
 2016, 2017 & 2018 Data  
 Source: CAASPPP – Official SBAC (does not match indicator 1b)

## SBAC Met/Exceed: Math



2016 2017 2018

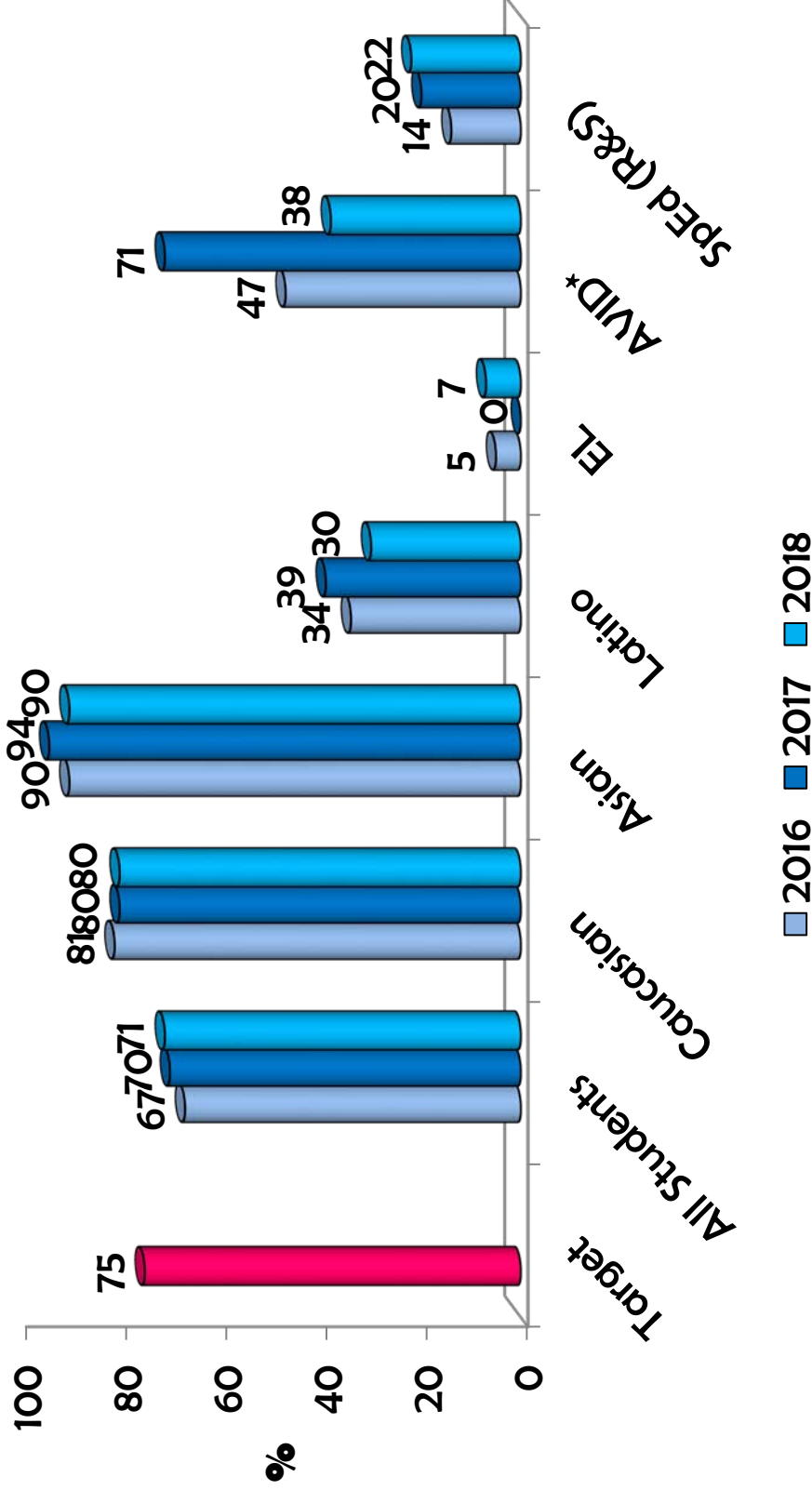
Indicator 1b

Data represents Mountain View only  
 \*Data from Indicator 1b

2016, 2017 & 2018 Data  
 Source: CAASPP - Official SBAC (does not match indicator 1b)

# LAHS

## SBAC Met/Exceed: Math

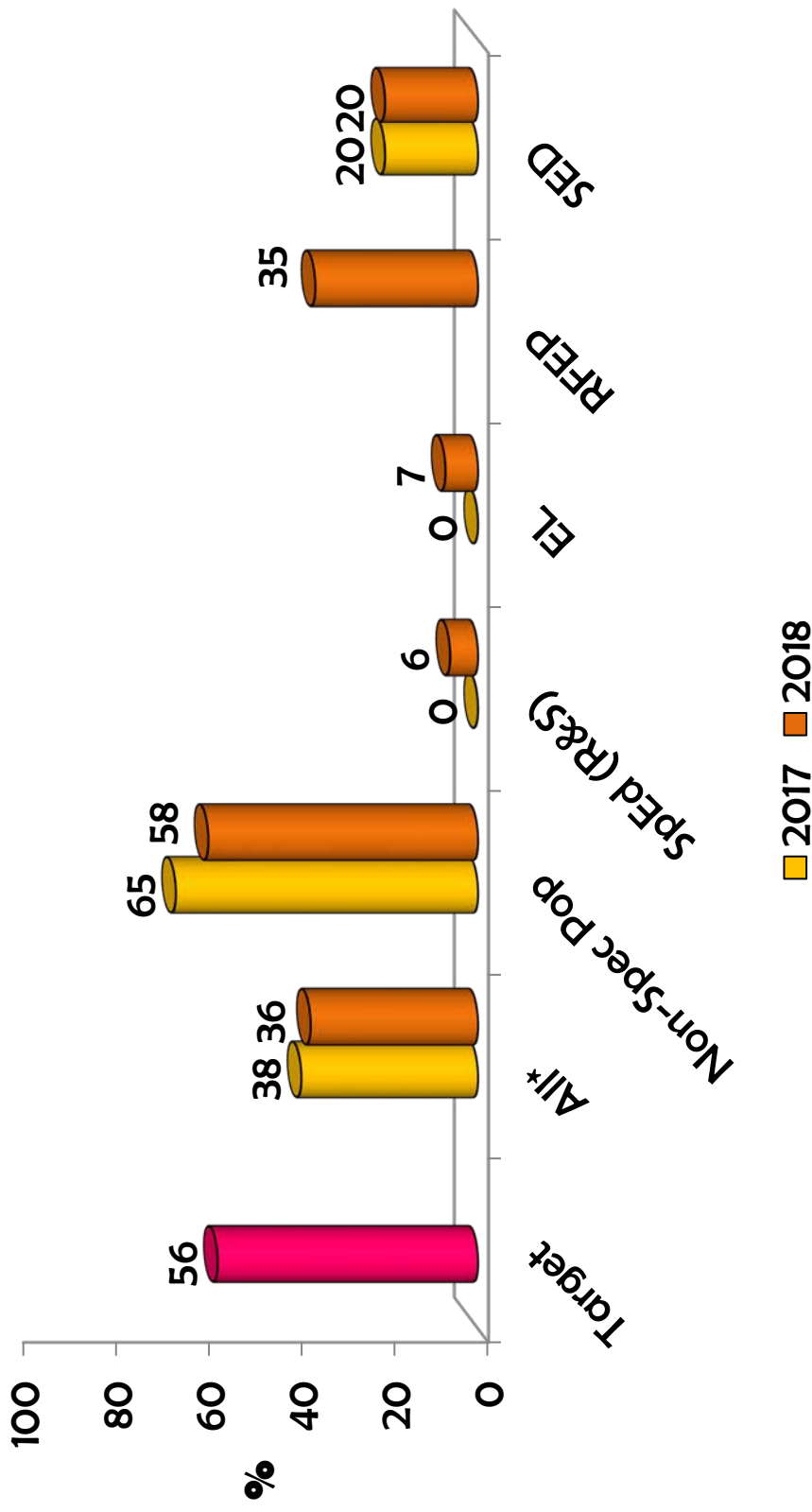


Data represents Los Altos HS only  
 \*Data from Indicator 1b

Indicator 1b  
 2016, 2017 & 2018 Data  
 Source: CAASPP - Official SBAC (does not match indicator 1b)

# SBAC Latino Disaggregated: Math

## % Met/Exceed



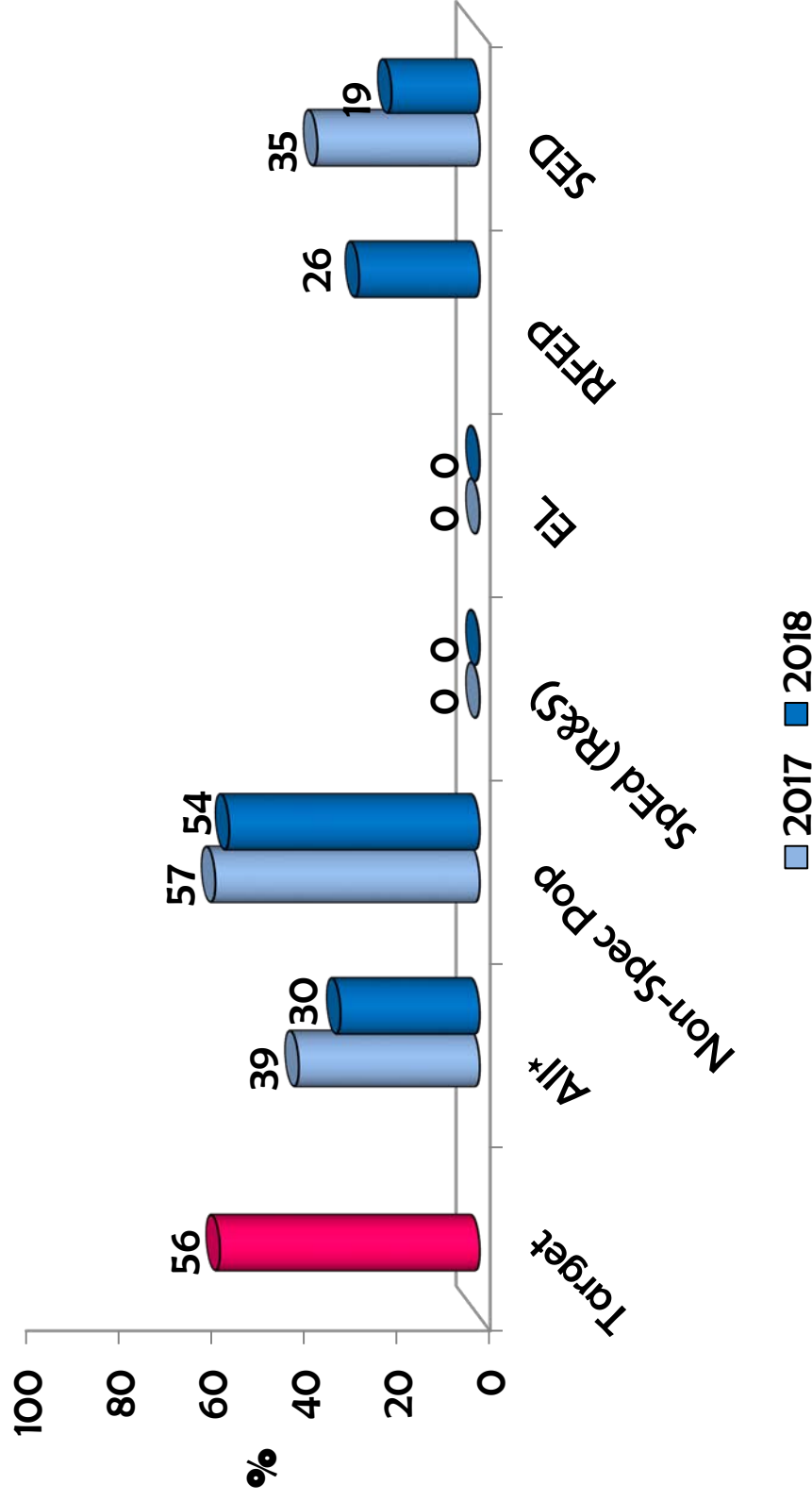
Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS only

\*Data from CAASPP – Official SBAC



# SBAC Latino Disaggregated: Math

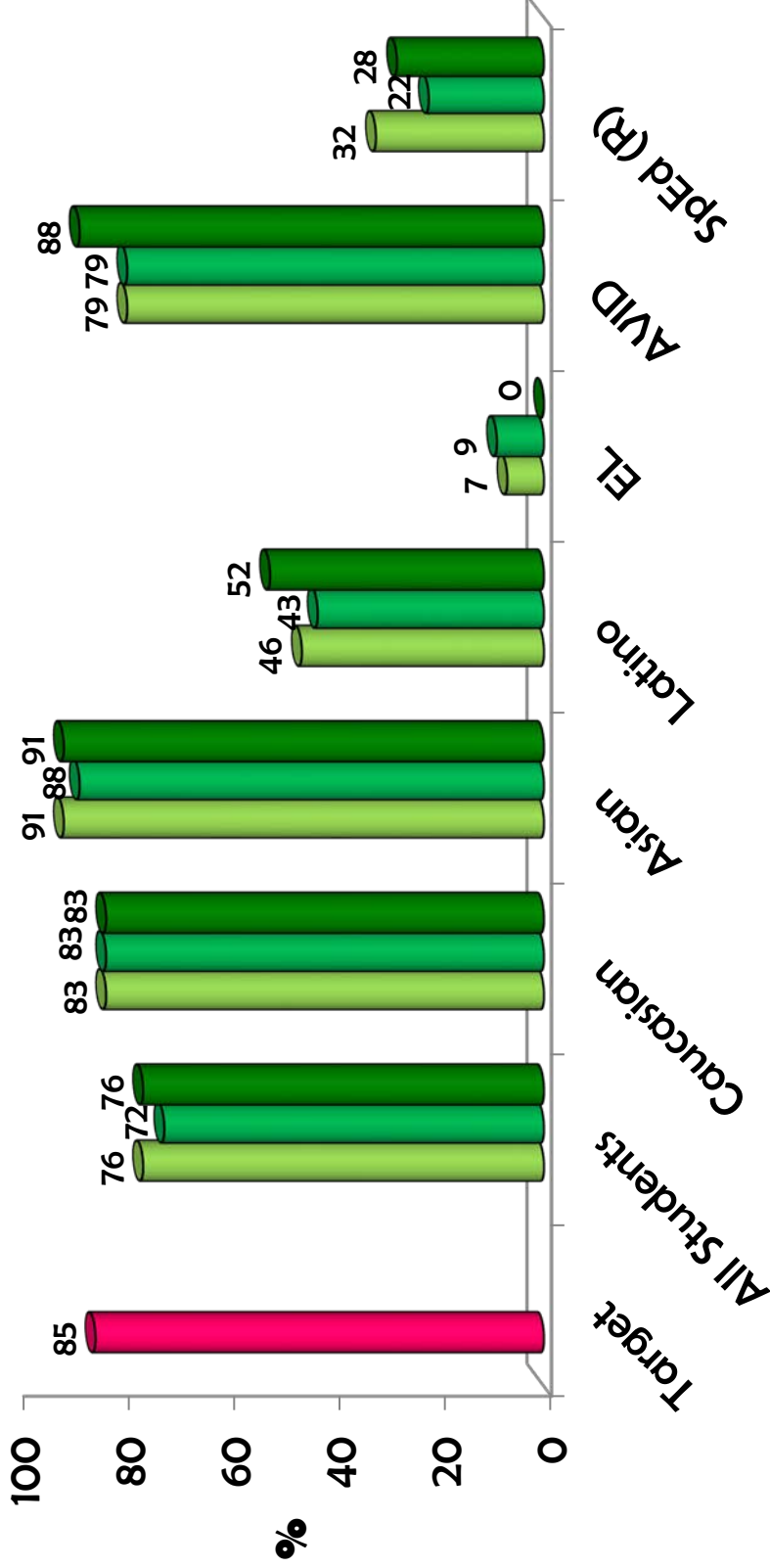
## % Met/Exceed



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Los Altos HS only

\*Data from CAA5PP – Official SBAC

# a-g Completion



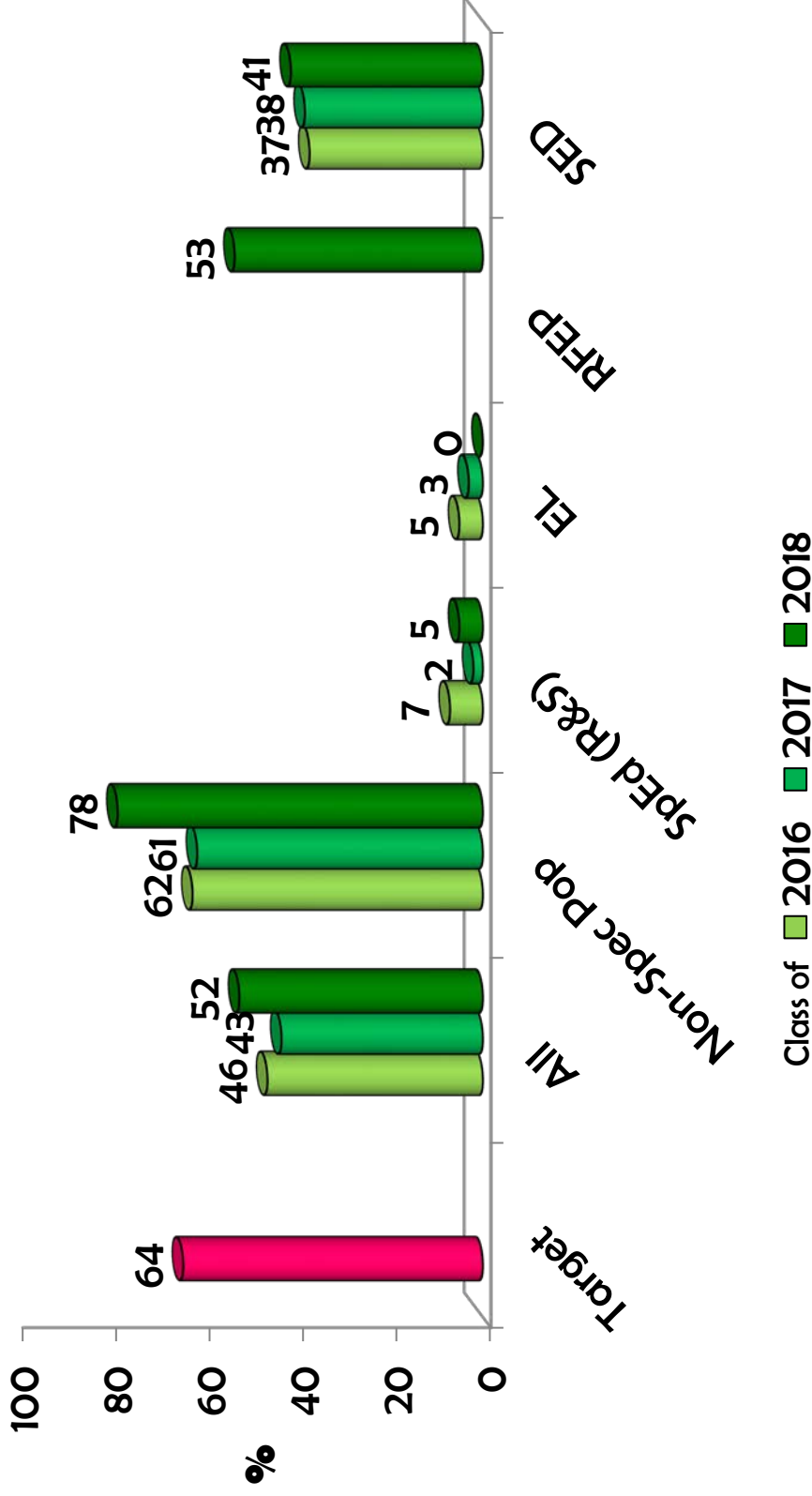
Class of 2016 2017 2018

Data represents Mountain View HS and Los Altos HS only

Indicator 2  
Class of 2016, 2017, & 2018 Data  
Source: Query

# a-g Completion

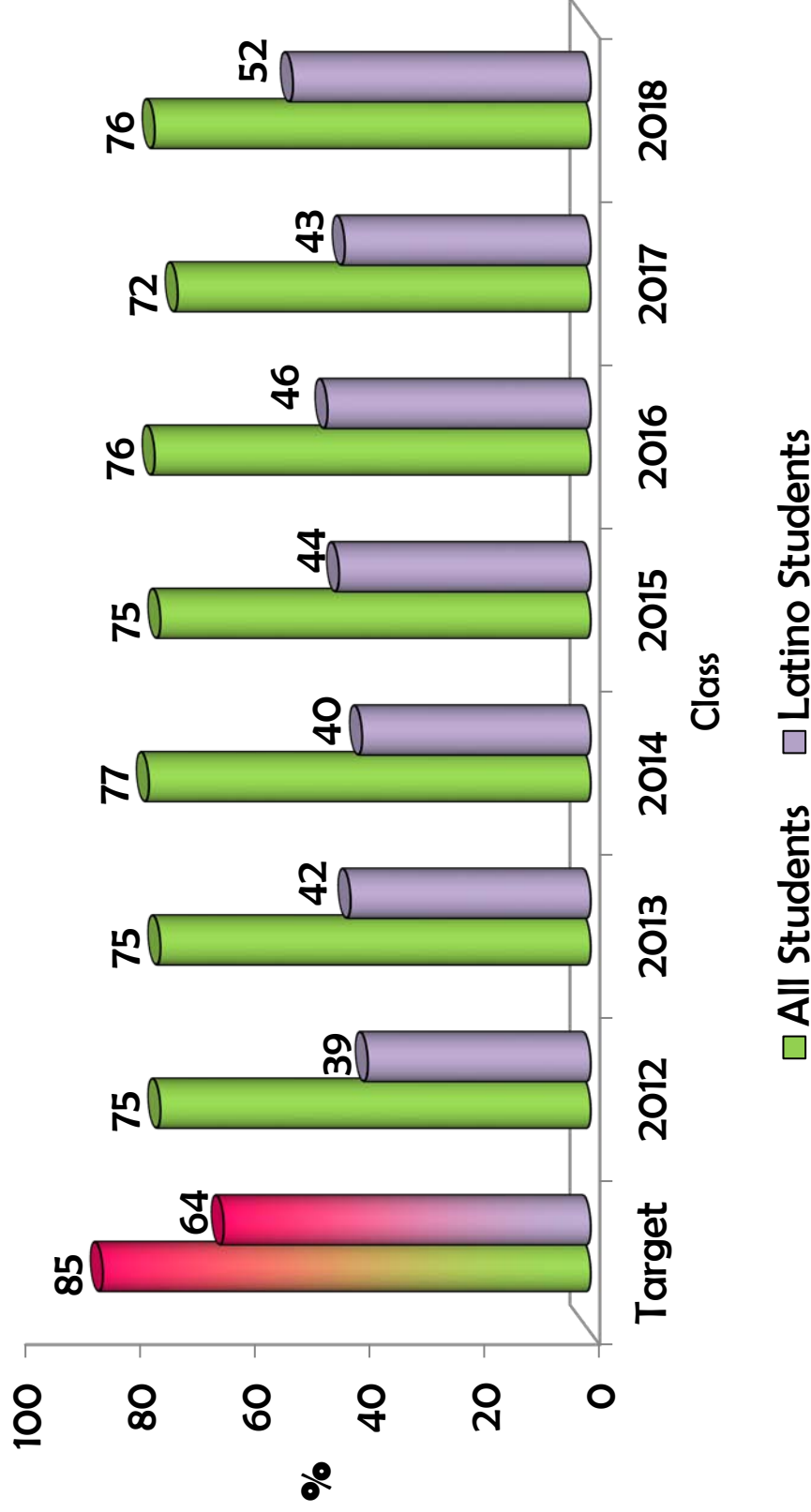
## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

# UC a-g Completion Rates

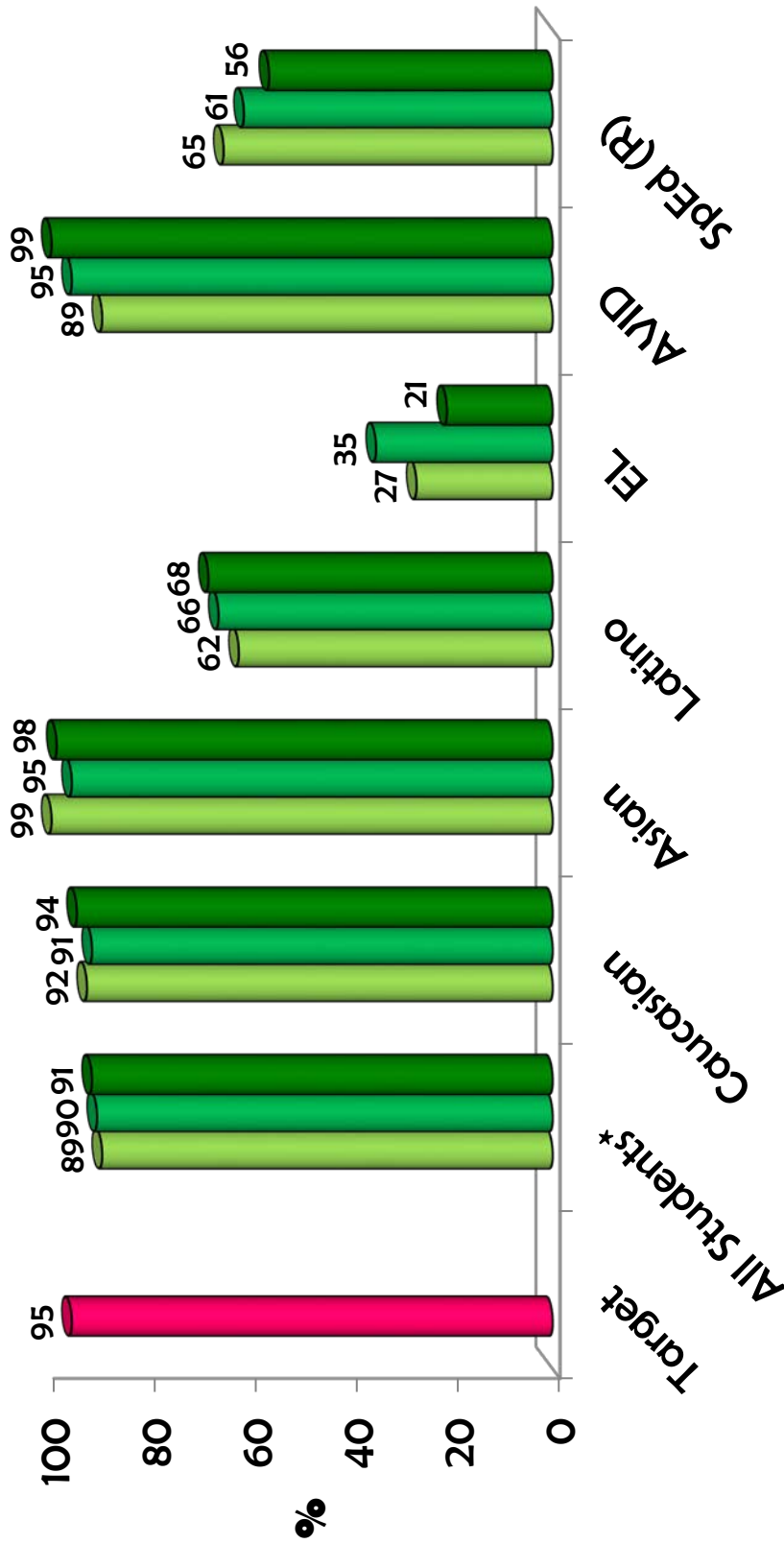
(6 year comparison)



Data represents Mountain View HS and Los Altos HS only

Indicator 2  
Class of 2012-2018 Data  
Source: Query

# Algebra II Completion with C or Better



Class of 2016 2017 2018

Indicator 3

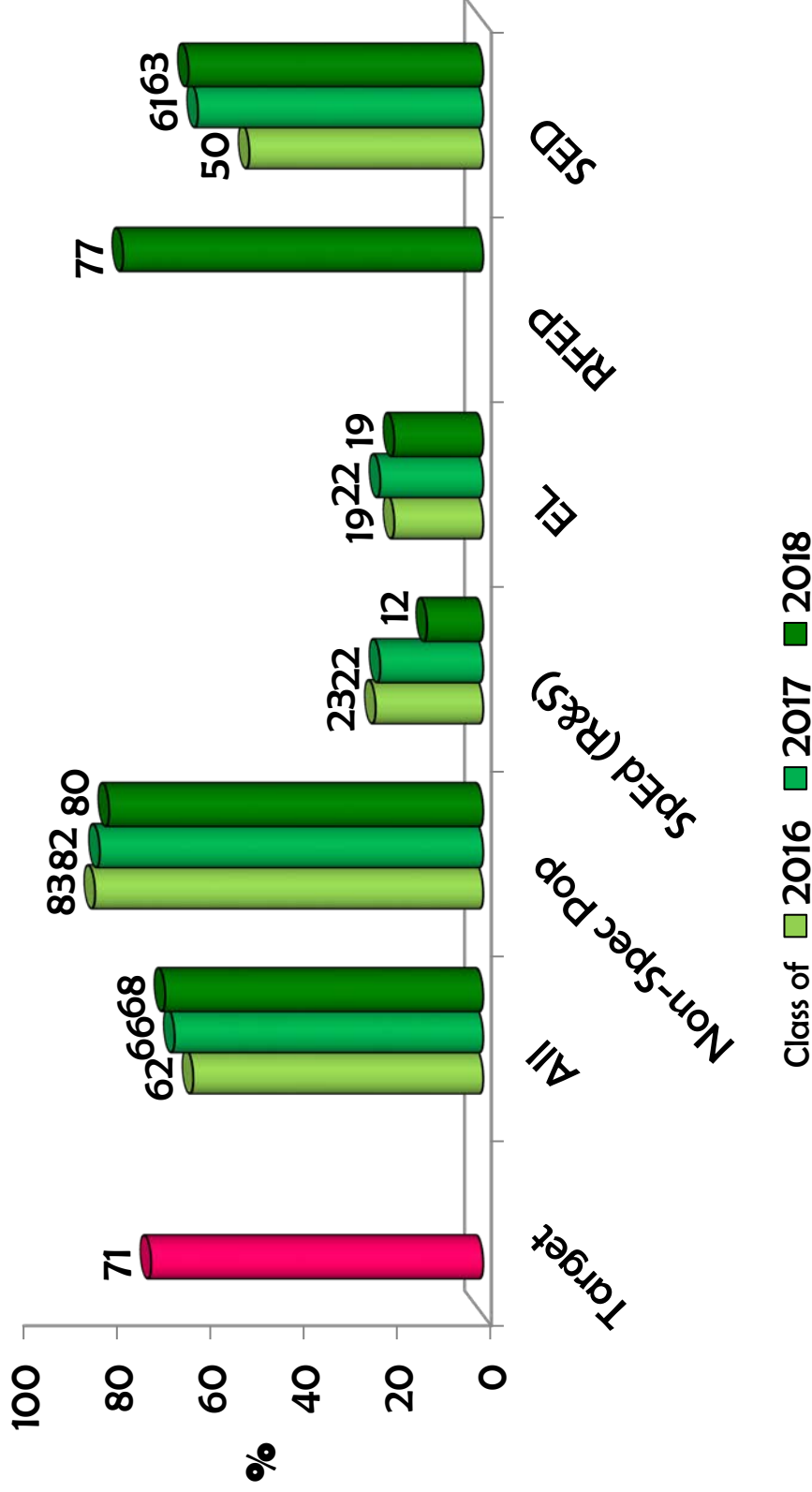
Data represents Mountain View HS and Los Altos HS only  
\*Excludes SDC Students

Class of 2016, 2017 & 2018 Data

Source: Query

# Algebra II Completion with C or Better

## Latino Disaggregated



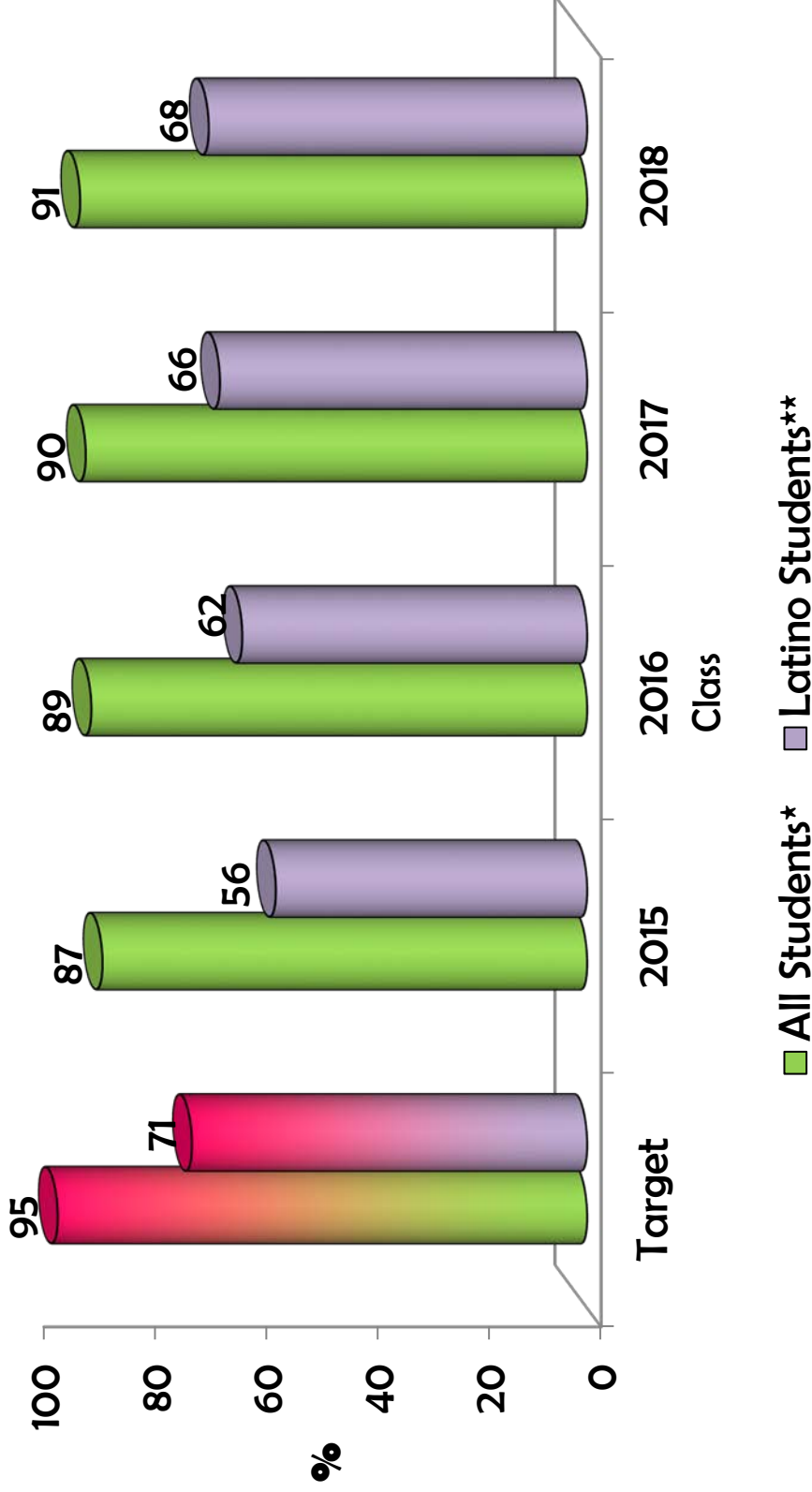
Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

Indicator 3  
Class of 2016, 2017 & 2018 Data  
Source: Query

# Algebra II Completion with Corequisite

## Better

(4 year comparison)



Data represents Mountain View HS and Los Altos HS only

\*Excludes SDC students

\*\*Includes SDC students

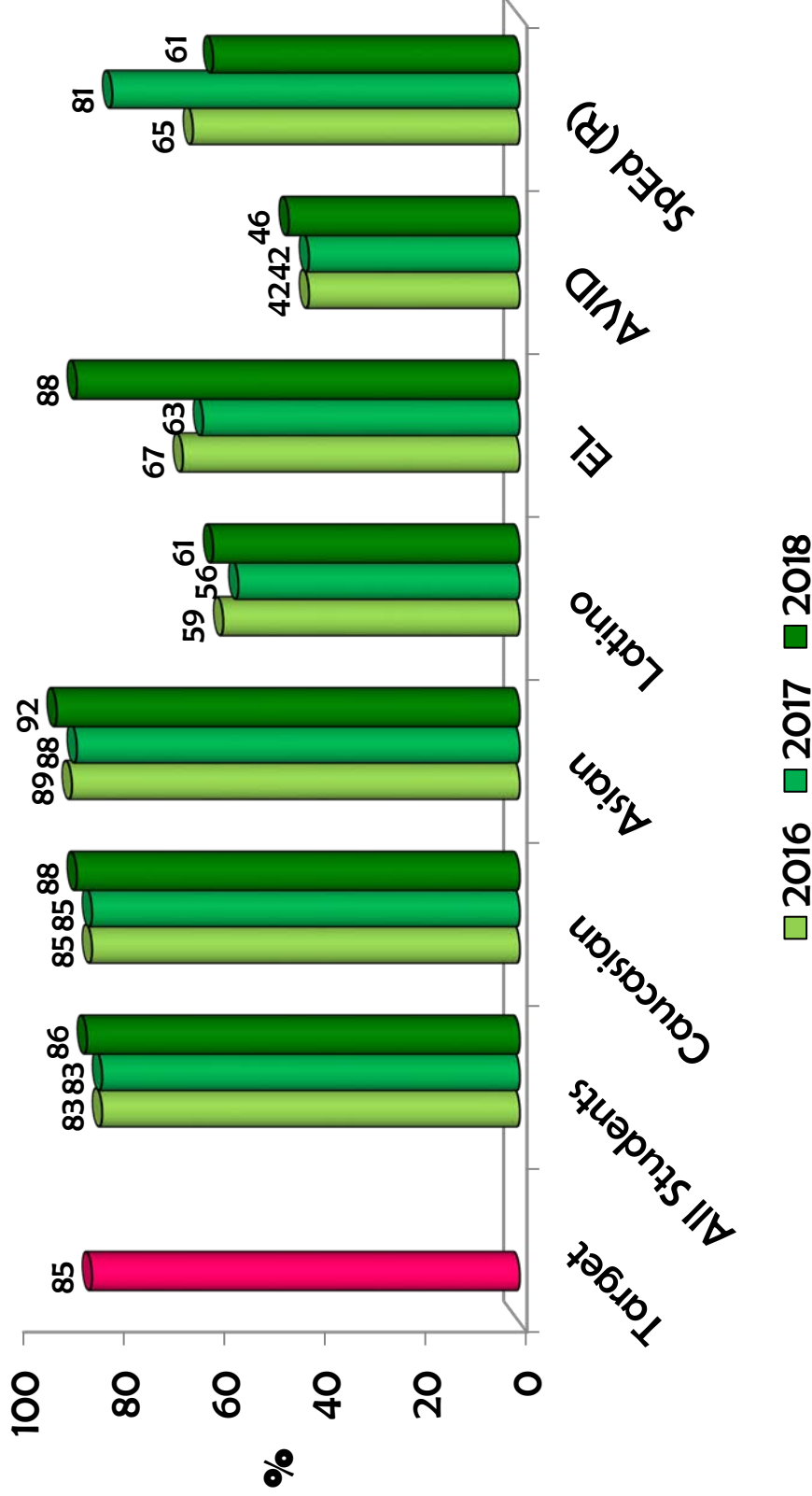
Indicator 3

Class of 2012-2018 Data

Source: Query

# AP Test Results

## 3 or Better



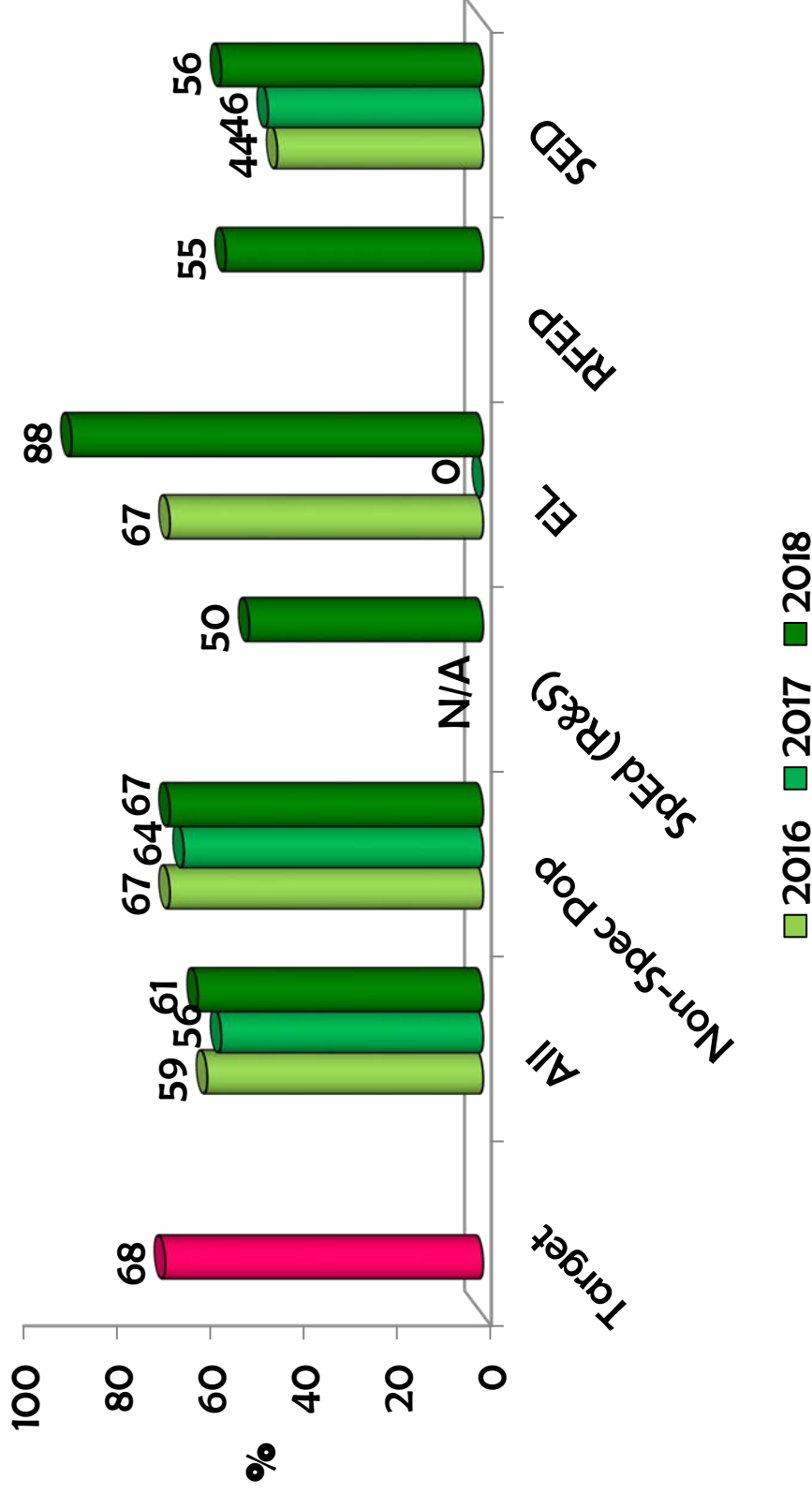
Data represents Mountain View HS and Los Altos HS only

Indicator 4  
2016, 2017 & 2018 Data  
Source: Query



# AP Test Results 3 or Better

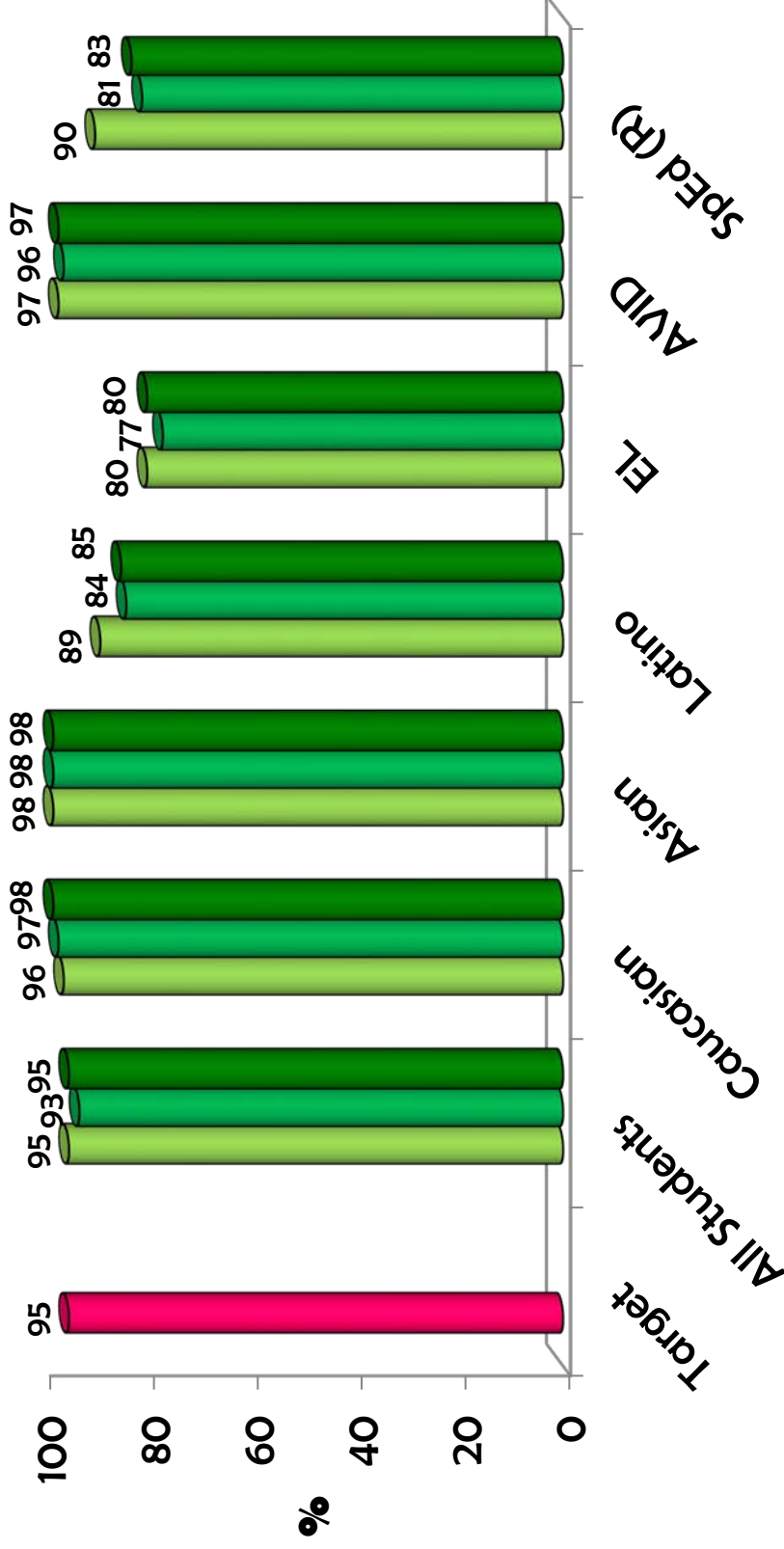
## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

Indicator 4  
2016, 2017 & 2018 Data  
Source: Query

# Freshmen GPA 2.0 or Better



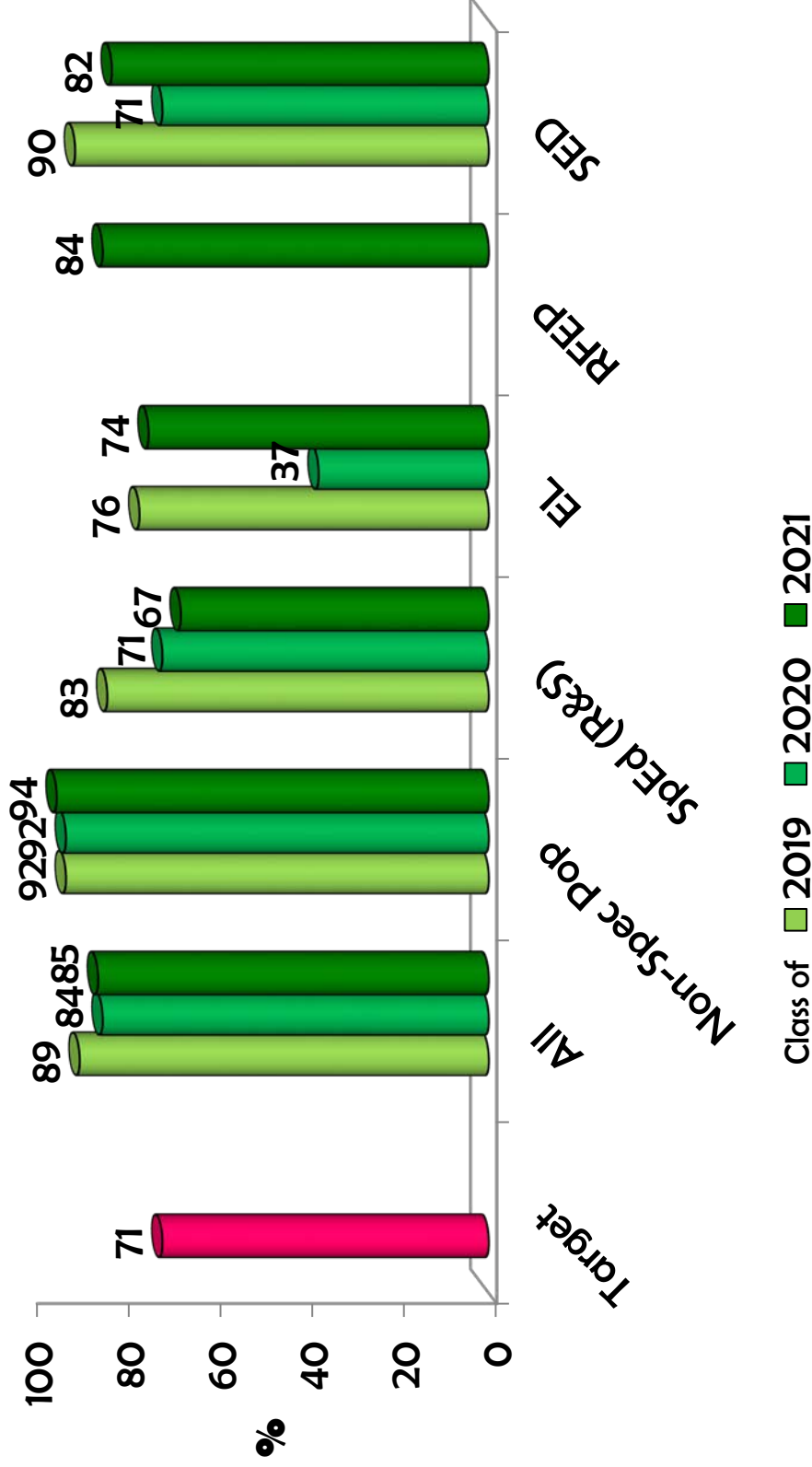
Class of ■ 2019 ■ 2020 ■ 2021

Indicator 7a  
Class of 2019, 2020 & 2021 Data  
Source: Query

Data represents Mountain View HS and Los Altos HS only

# Freshmen GPA 2.0 or Better

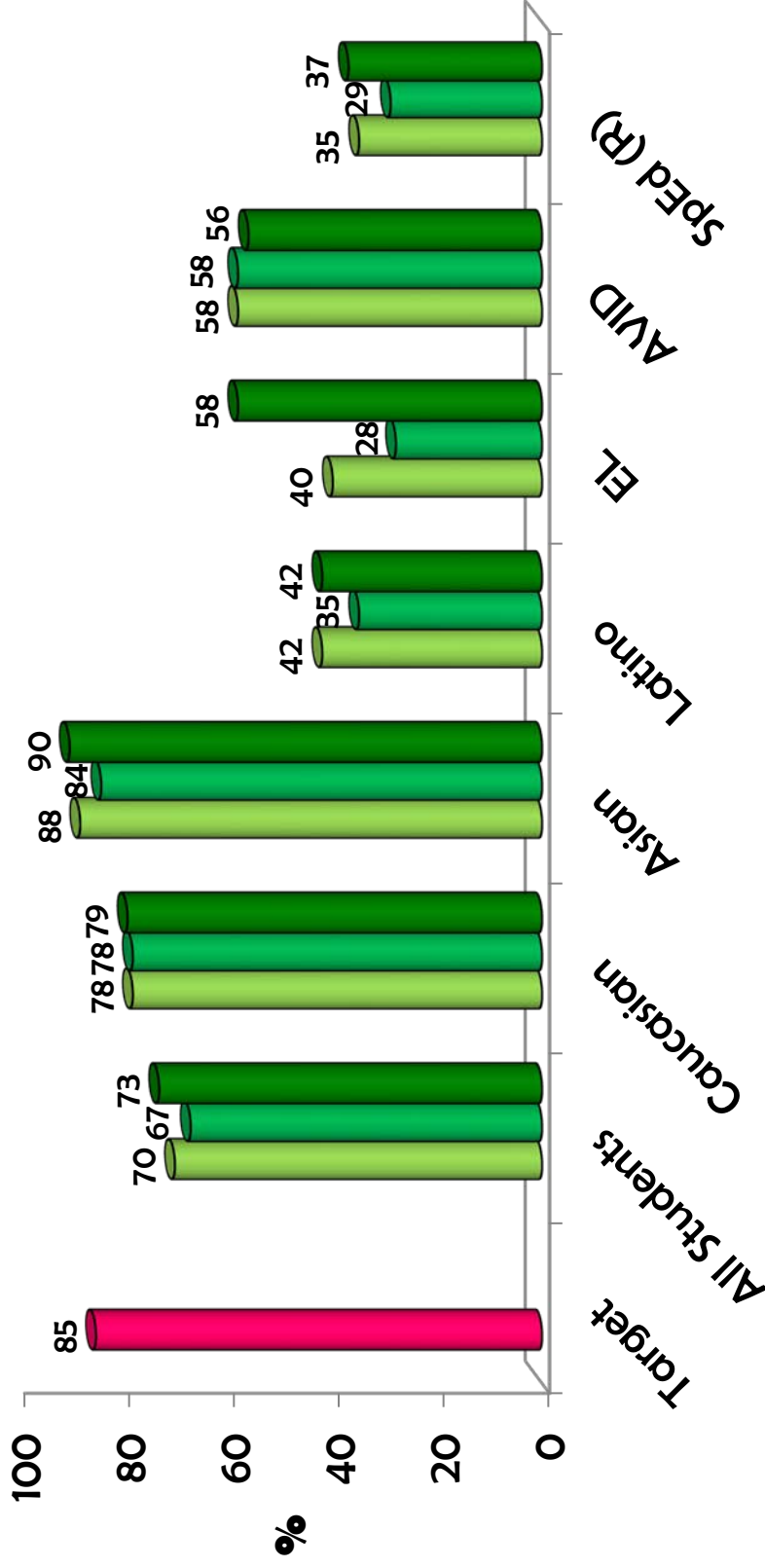
## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

Indicator 7a  
Class of 2019, 2020 & 2021 Data  
Source: Query

# Freshmen GPA 3.0 or Better



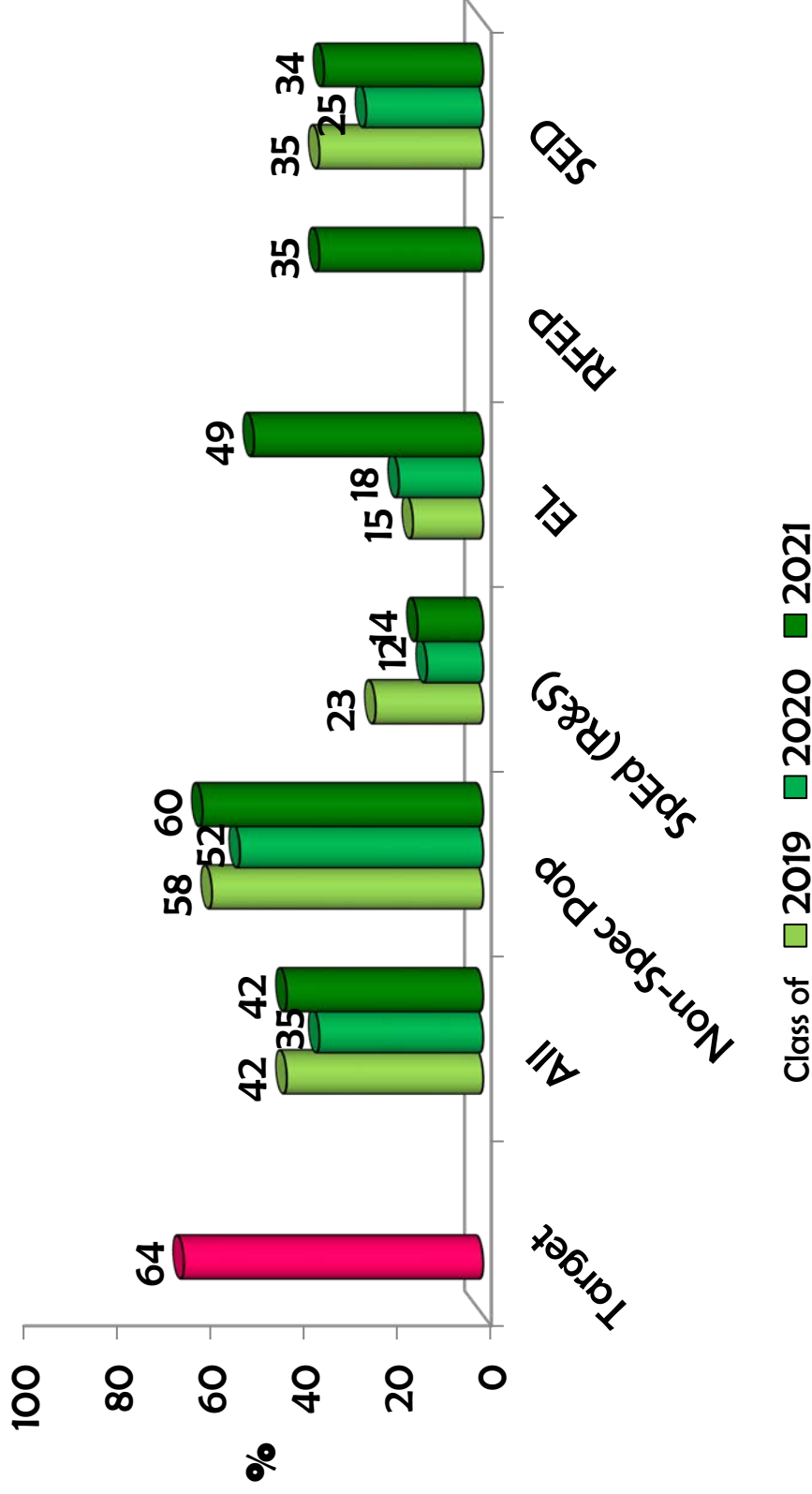
Class of 2019 2020 2021

Data represents Mountain View HS and Los Altos HS only

Indicator 7b  
Class of 2019, 2020 & 2021 Data  
Source: Query

# Freshmen GPA 3.0 or Better

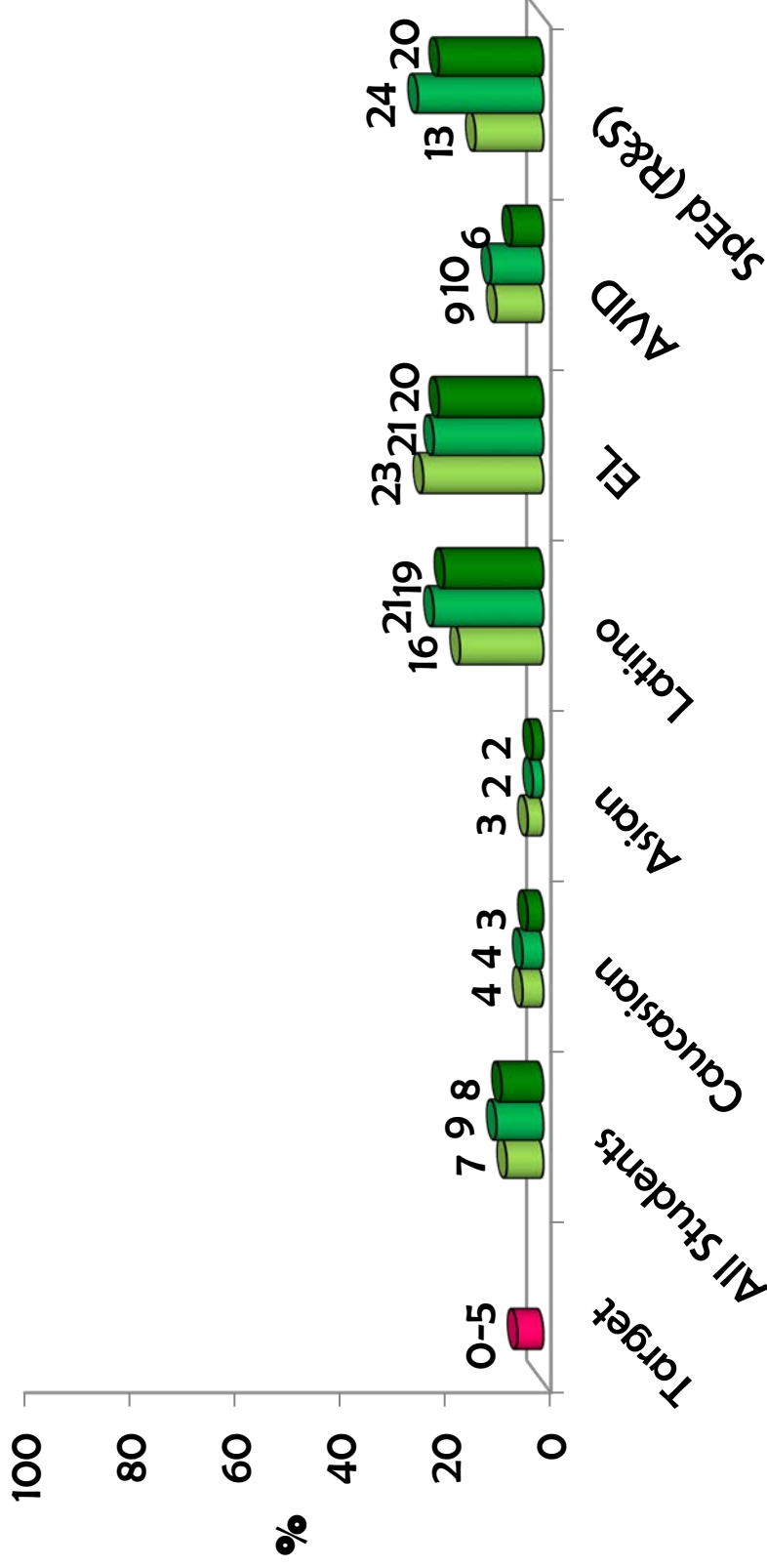
## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

Indicator 7b  
Class of 2019, 2020 & 2021 Data  
Source: Query

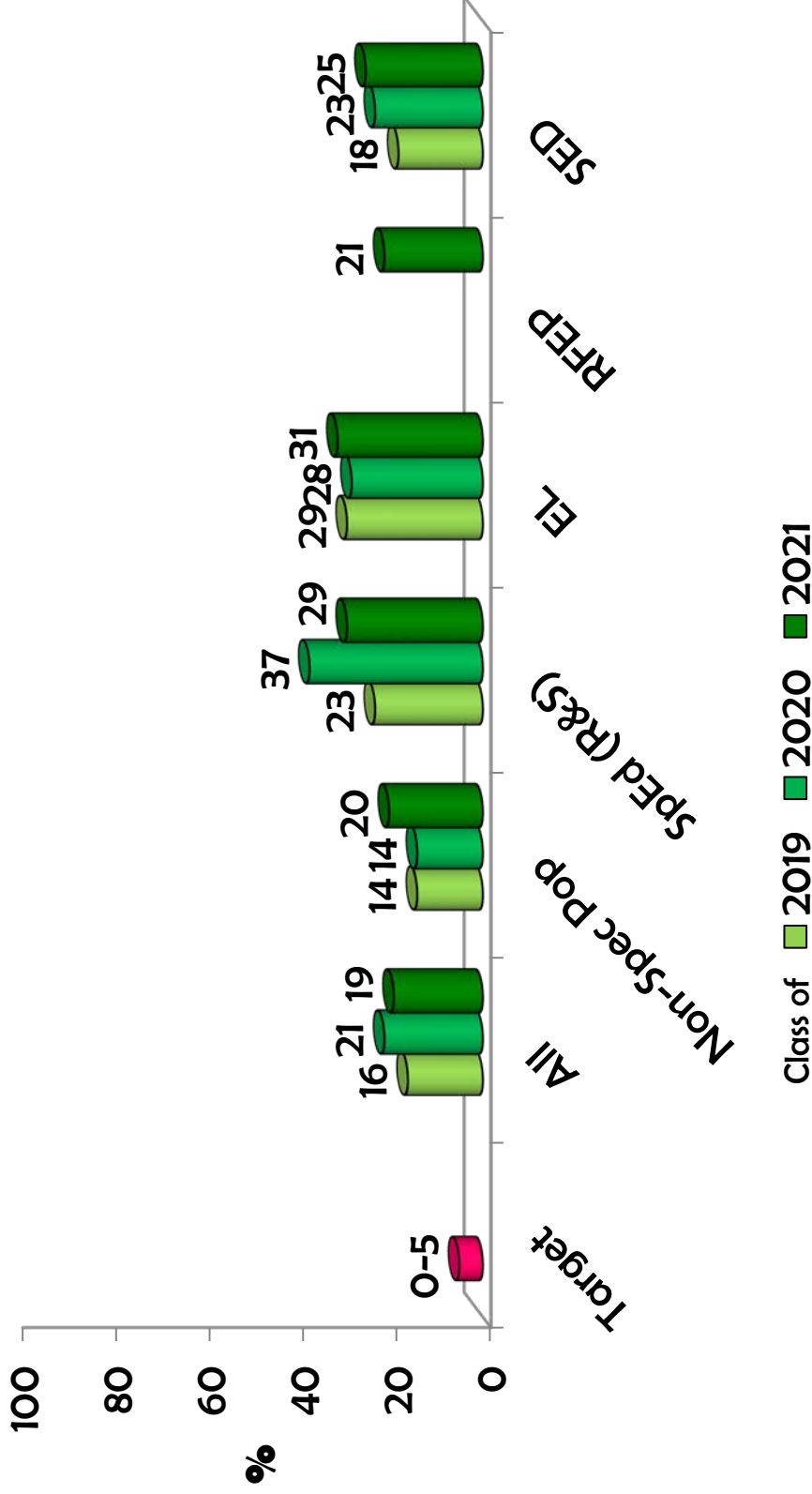
# Freshmen with 1 or More Fs



Class of ■ 2019 ■ 2020 ■ 2021

# Freshmen with 1 or More Fs

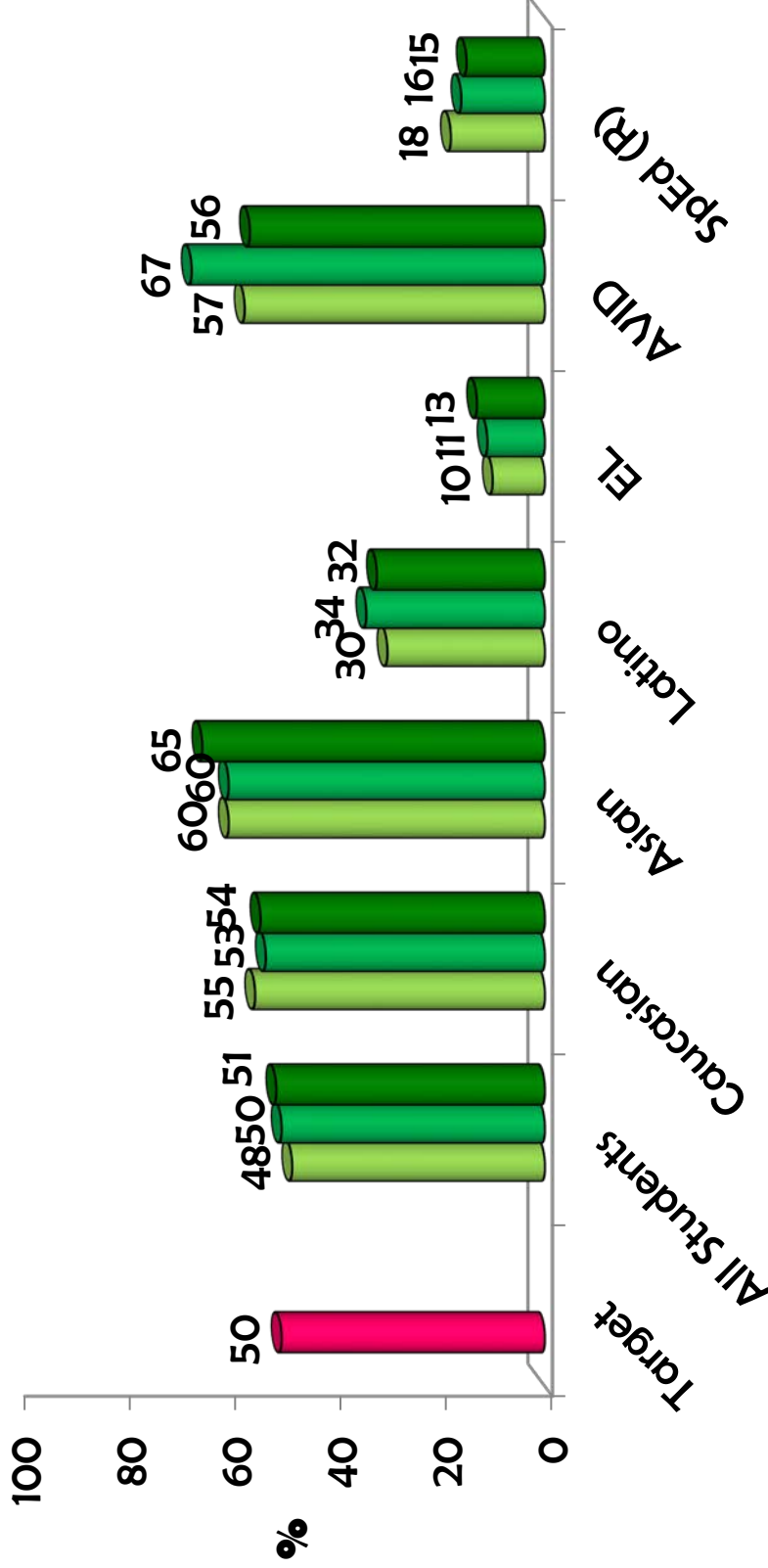
## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

Indicator 8  
Class of 2019, 2020 & 2021 Data  
Source: Query

# Students with 1 or More AP Class

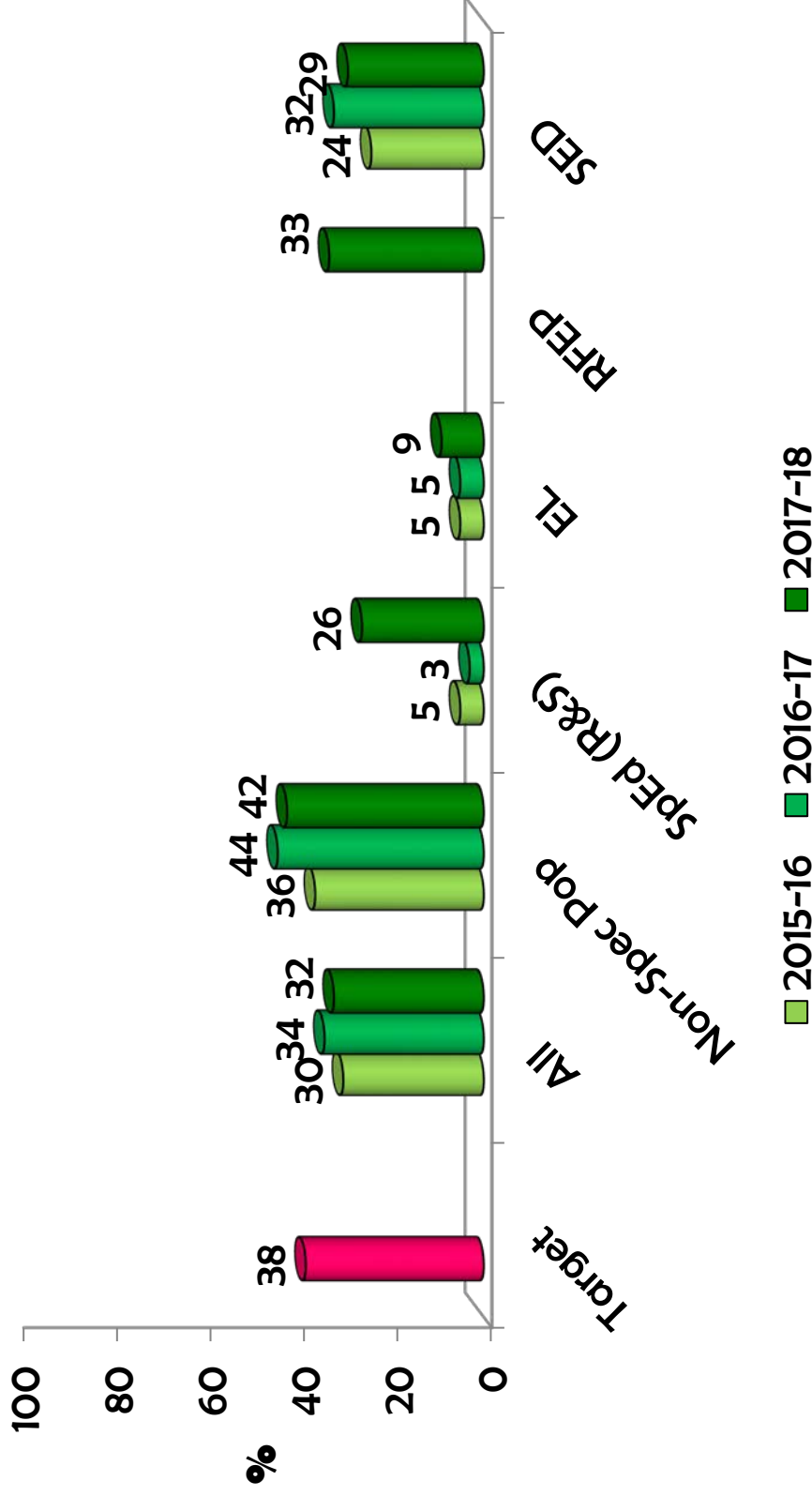


2015-16 2016-17 2017-18



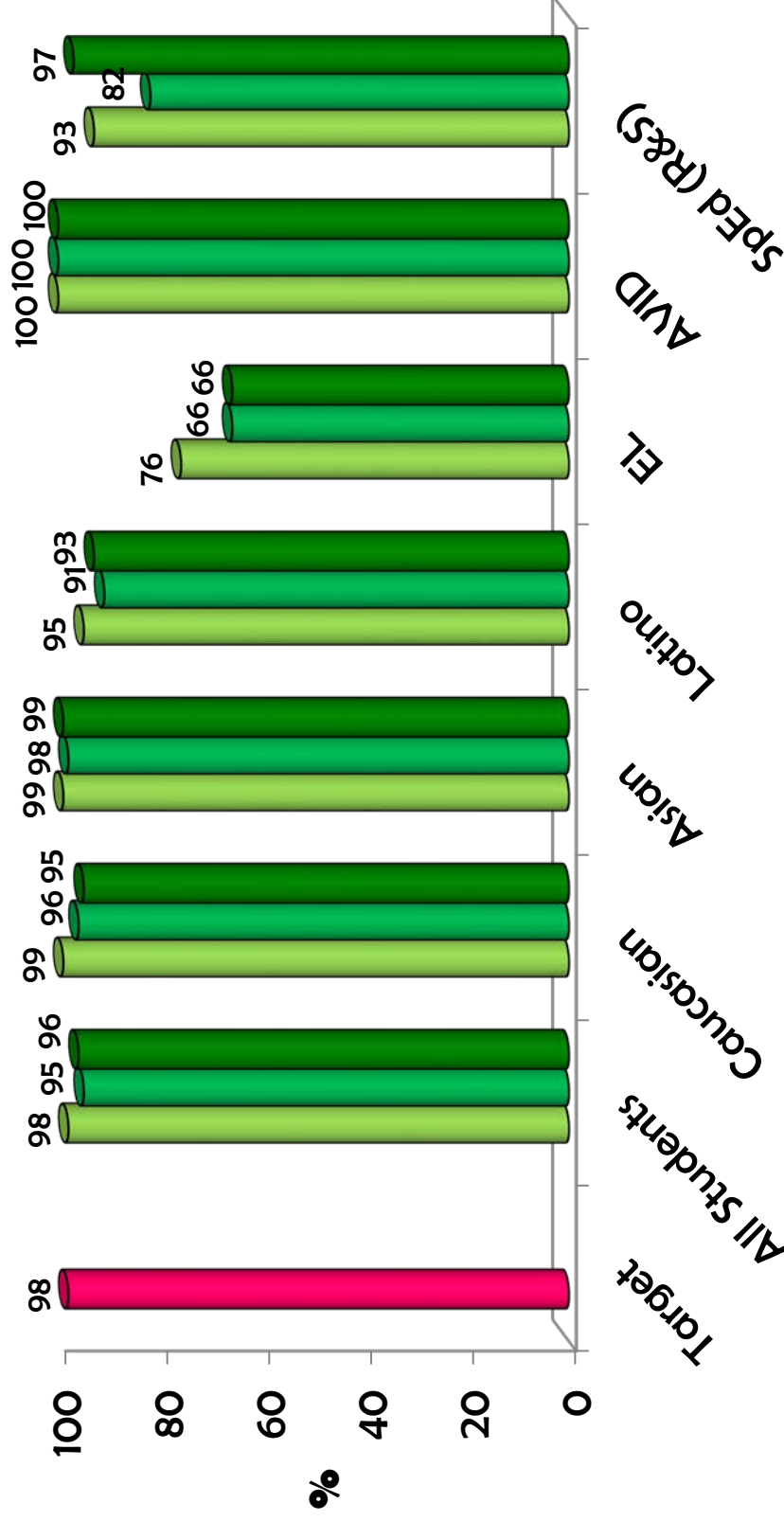
# Students with 1 or More AP Class

## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

# Graduation Rates



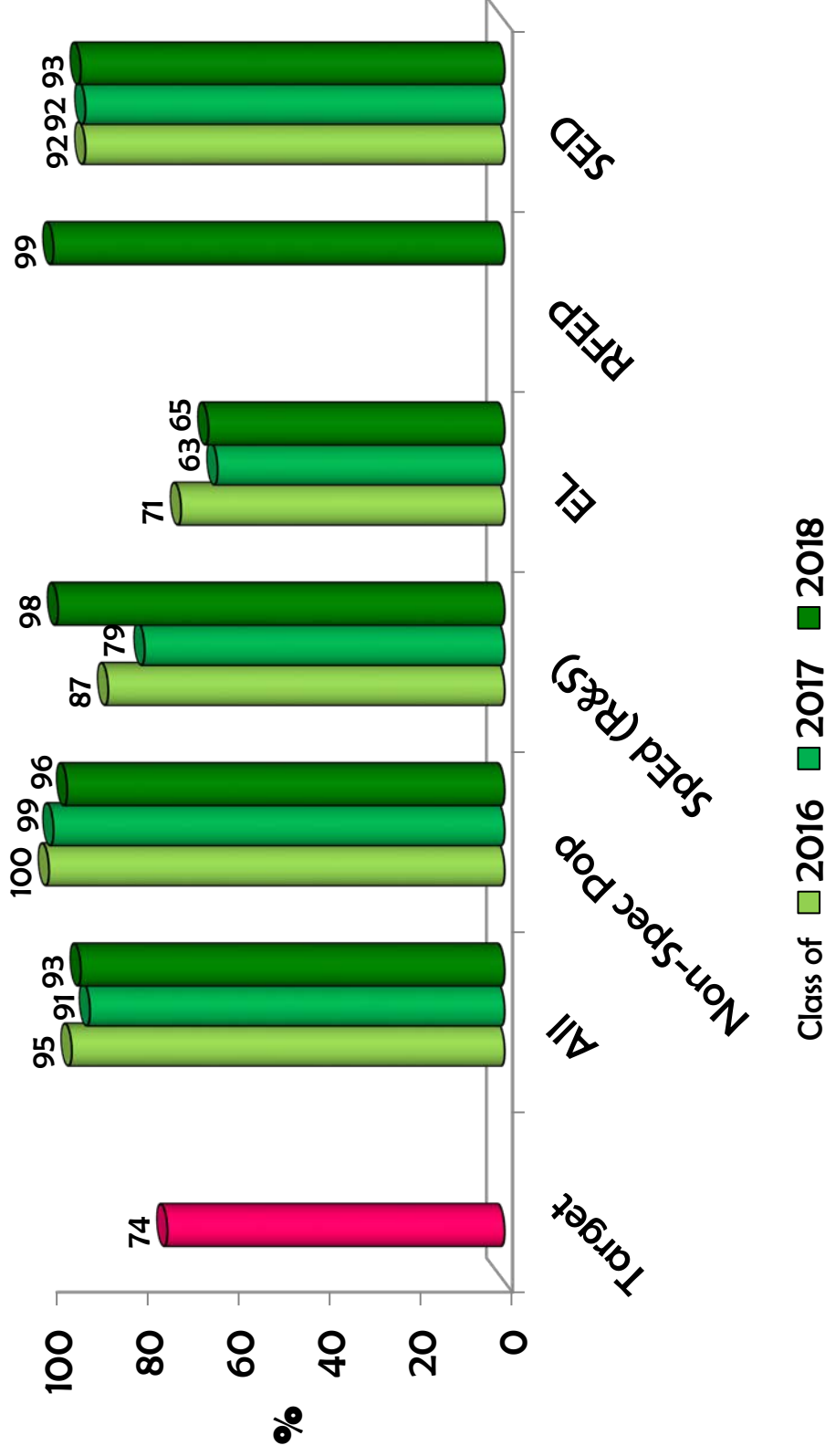
Class of 2016 2017 2018

Indicator 10  
Class of 2016, 2017 & 2018 Data  
Source: Query

Data represents Mountain View HS and Los Altos HS only

# Graduation Rates

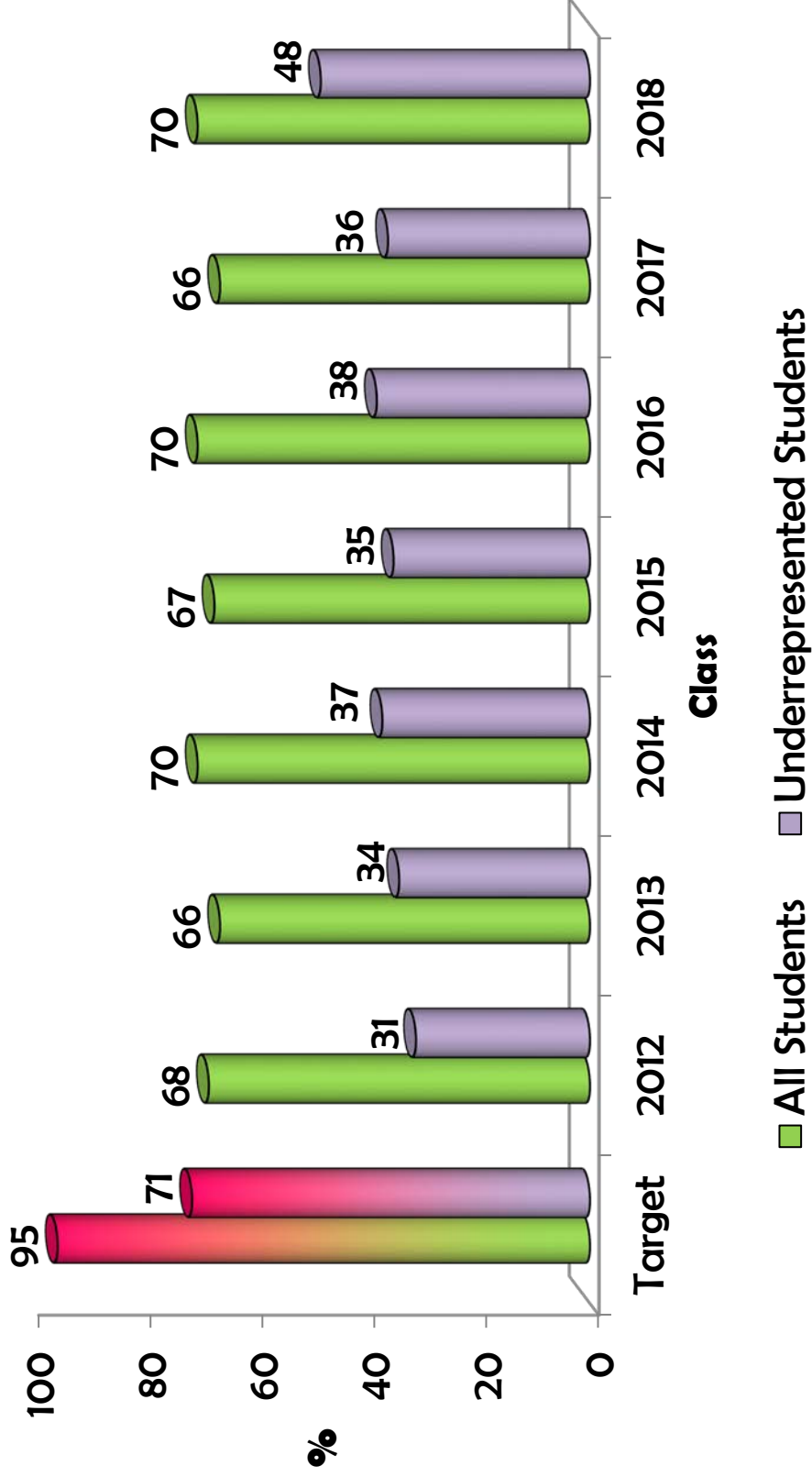
## Latino Disaggregated



Non-Spec Pop = Students that are not SpEd, LEP or SED  
Data represents Mountain View HS and Los Altos HS only

Indicator 10  
Class of 2016, 2017 & 2018 Data  
Source: Query

# Post High School – 4 Year College/University Acceptance Rate (Self Reported)



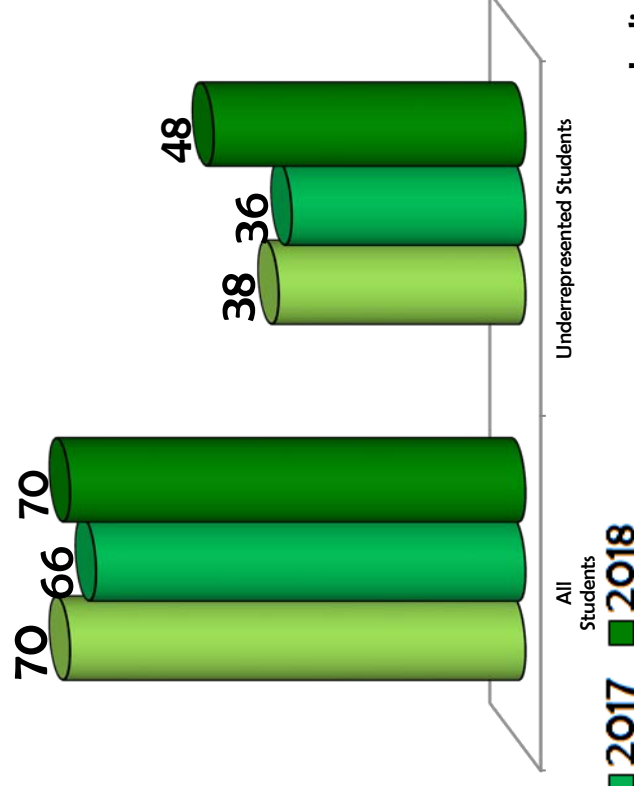
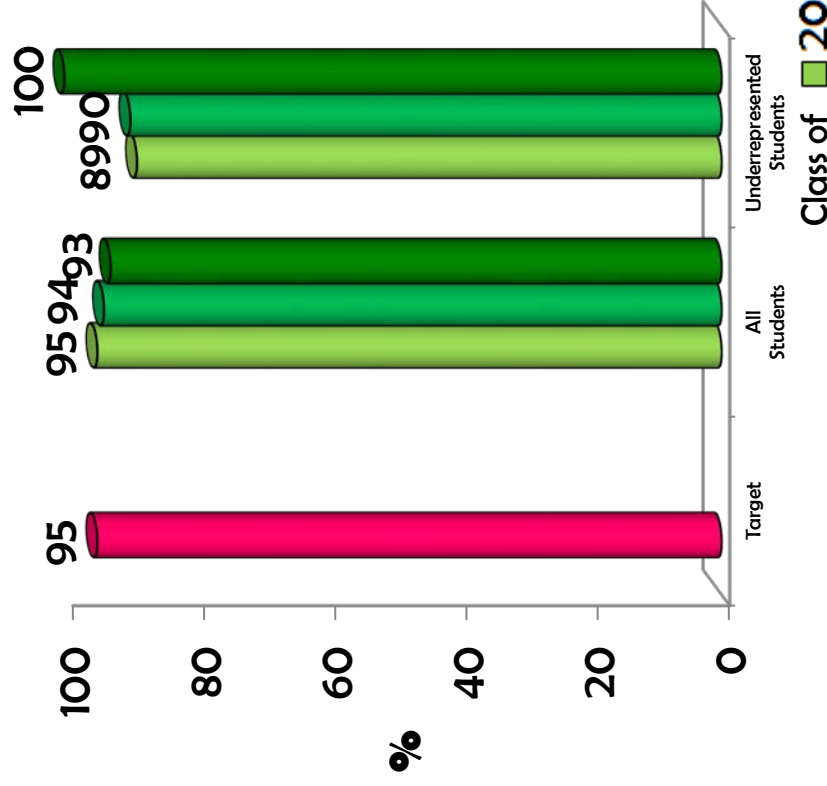
Data represents Mountain View HS and Los Altos HS only  
Underrepresented students include Latino, African American & Filipino students

Indicator 12  
Class of 2012-2018 Data  
Source: Naviance

# College Acceptance

All  
Colleges & Universities

4 Year  
Colleges & Universities Only



Data represents Mountain View HS and Los Altos HS only  
Underrepresented students include Latino, African American & Filipino students

Indicator 12  
Class of 2016, 2017 & 2018 Data  
Source: Naviance

## SBAC

**LCAP 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.

**Outcome: 3: District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results.**

**Target:** Annual growth of 5%age points for LCAP special populations; 2%age points for All & Caucasian  
 \*EL Students: Annual growth of 1%age point for ELA and 2%age points for Math

### ELA - % Met/ Exceeded

MVHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Students	75%	73%	86%	79%	81%	83%	85%
Caucasian	88%	84%	94%	89%	91%	93%	95%
Latino	47%	41%	58%	44%	49%	54%	59%
Special Ed (R)	35%	54%	58%	57%	62%	67%	72%
Special Ed (S)	8%	6%	0%	7%	12%	17%	22%
EL *	16%	10%	11%	10%	11%	12%	13%
RFEP	N/A	N/A	79%	66%	71%	76%	81%
SED	41%	35%	47%	47%	52%	57%	62%
Foster/Homeless	50%	0%	60%	38%	43%	48%	53%

Source: Indicator #1: Queried from Aeries

MVHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Latino	N/A		58%	44%	49%	54%	59%
Latino Non-Spec			82%	69%	74%	79%	84%
Latino + EL			0%	4%	9%	14%	19%
Latino + RFEP			N/A	45%	50%	55%	60%
Latino + SpEd (R)			33%	44%	49%	54%	59%
Latino + SpEd (S)			0%	0%	5%	10%	15%
Latino + SED			41%	27%	32%	37%	42%

## SBAC

**LCAP 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.

**Outcome: 3:** District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results.

**Target:** Annual growth of 5%age points for LCAP special populations; 2%age points for All & Caucasian  
 \*EL Students: Annual growth of 1%age point for ELA and 2%age points for Math

### ELA - % Met/ Exceeded

LAHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Students	82%	70%	82%	82%	84%	86%	88%
Caucasian	86%	81%	92%	89%	91%	93%	95%
Latino	61%	43%	59%	57%	62%	67%	72%
Special Ed (R)	33%	21%	47%	57%	62%	67%	72%
Special Ed (S)	17%	0%	10%	0%	5%	10%	15%
EL *	14%	5%	5%	20%	21%	22%	23%
RFEP	N/A	N/A	74%	71%	76%	81%	86%
SED	47%	45%	57%	60%	65%	70%	75%
Foster/Homeless	50%	50%	83%	0%	5%	10%	15%

Source: Indicator #1: Queried from Aeries

LAHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Latino	N/A		59%	57%	62%	67%	72%
Latino Non-Spec			83%	74%	79%	84%	89%
Latino + EL			6%	9%	14%	19%	24%
Latino + RFEP			N/A	58%	63%	68%	73%
Latino + SpEd (R)			17%	29%	34%	39%	44%
Latino + SpEd (S)			0%	0%	5%	10%	15%
Latino + SED			51%	53%	58%	63%	68%

Source: Indicator #1: Queried from Aeries

## SBAC

**LCAP 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.

**Outcome: 3: District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results.**

**Target:** Annual growth of 5%age points for LCAP special populations; 2%age points for All & Caucasian  
 \*EL Students: Annual growth of 1%age point for ELA and 2%age points for Math

### Math - % Met/ Exceeded

MVHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Students	65%	64%	69%	72%	74%	76%	78%
Caucasian	76%	77%	80%	82%	84%	86%	88%
Latino	32%	24%	38%	34%	39%	44%	49%
Special Ed (R)	25%	35%	25%	37%	42%	47%	52%
Special Ed (S)	0%	0%	0%	0%	5%	10%	15%
EL *	10%	18%	8%	14%	16%	18%	20%
RFEP	N/A	N/A	54%	62%	67%	72%	77%
SED	29%	26%	19%	36%	41%	46%	51%
Foster/Homeless	36%	0%	25%	31%	36%	41%	46%

Source: Indicator #1: Queried from Aeries

### Latino Disaggregation

MVHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Latino	N/A		38%	34%	39%	44%	49%
Latino Non-Spec			65%	58%	63%	68%	73%
Latino + EL			0%	7%	12%	17%	22%
Latino + RFEP			N/A	35%	40%	45%	50%
Latino + SpEd (R)			0%	11%	16%	21%	26%
Latino + SpEd (S)			0%	0%	5%	10%	15%
Latino + SED			20%	20%	25%	30%	35%

Source: Indicator #1: Queried from Aeries



## SBAC

**LCAP 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.

**Outcome: 3: District-wide, student performance in math is expected to continue to improve annually as measured by SBAC results.**

**Target:** Annual growth of 5%age points for LCAP special populations; 2%age points for All & Caucasian  
\*EL Students: Annual growth of 1%age point for ELA and 2%age points for Math

### Math - % Met/ Exceeded

LAHS	2015	2016	2017	2018	Expected Growth Target		
					2019	2020	2021
All Students	73%	67%	70%	71%	73%	75%	77%
Caucasian	84%	81%	80%	80%	82%	84%	86%
Latino	32%	34%	39%	30%	35%	40%	45%
Special Ed (R)	24%	23%	29%	29%	34%	39%	44%
Special Ed (S)	8%	0%	5%	0%	5%	10%	15%
EL *	0%	5%	0%	7%	9%	11%	13%
SED	25%	34%	41%	29%	34%	39%	44%
Foster/Homeless	50%	50%	45%	0%	5%	10%	15%

Source: Indicator #1: Queried from Aeries

### Latino Disaggregation

Latino Disaggregation					Expected Growth Target		
LAHS	2015	2016	2017	2018	2019	2020	2021
All Latino	N/A		39%	30%	35%	40%	45%
Latino Non-Spec			57%	54%	59%	64%	69%
Latino + EL			0%	0%	5%	10%	15%
Latino + RFEP			N/A	26%	31%	36%	41%
Latino + SpEd (R)			0%	0%	5%	10%	15%
Latino + SpEd (S)			0%	0%	5%	10%	15%
Latino + SED			35%	19%	24%	29%	34%

Source: Indicator #1: Queried from Aeries

**Longitudinal EOY GPA**  
**Algebra I-Geometry-Algebra II**

**LCAP 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.

**Outcome: 4: Algebra I GPA is expected to increase each year.**

**Target:** Maintain same growth factor for all three years

MVHS													Expected Growth Target		
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2019-21			
Algebra 9				2.42	1.86										
Algebra I			2.17	1.52	1.60	2.10	2.01	2.50	2.80	2.70	2.80	2.80			2.80
Algebra I CT															
Algebra I Enh					2.29	2.63	2.63	1.90	2.16						
Algebra I Enh CT															
Algebra Skills					2.88	3.26	2.93	2.35	2.43						
Alg/Geo 1	2.00	1.91													
Alg/Geo 1 SDAIE	1.82	1.80													
Geometry 9				2.73											
Alg/Geo 2	1.93	1.41													
Geometry	2.65	2.94	2.38	1.68	2.37	2.55	2.47	2.54	2.64	2.66	2.72	2.72			
Geometry H	4.13	4.40	4.41	4.12	4.14	4.05	4.09	4.25	4.22						
Algebra II	2.27	2.34	2.39	2.30	2.35	2.24	2.55	2.39	2.90	2.61	2.72	2.72			
Algebra II H	4.21	4.21	4.24	4.09	4.15	4.07	4.11	4.27	4.26						
Alg II S1				1.95			2.11	3.03	2.37						
Alg II S2				2.44			2.20	2.54	2.64						
Alg II A							2.11	2.91	2.31						
Alg II B							2.20	2.31	2.78						

**Source:** 2nd semester (EOY) Mark Distribution List (Aeries generated report)

**Longitudinal EOY GPA**  
**Algebra I-Geometry-Algebra II**

**LCAP 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.

**Outcome: 4: Algebra I GPA is expected to increase each year.**

**Target:** Maintain same growth factor for all three years

LAHS												Expected Growth Target		
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2019-21		
Algebra 9	2.13	1.94	2.47	2.69	1.33	1.94	2.09	2.14	2.30	2.26	2.32	2.32		
Algebra I	2.00	1.60	2.32	2.56	1.73	1.71	1.68	2.07	1.64	2.23	2.31	2.31		
Algebra I Enh					1.78	1.78	2	1.09	1.63					
Math Lab					2.38	3.23	2.54	2.91	2.50					
Geometry 9	3.22	3.14	2.77	2.75	2.59	2.73	2.59	2.70	2.91	2.80	2.85	2.85		
Geometry	2.43	2.82	2.83	2.44	2.60	2.39	2.11	1.67	2.07	2.33	2.66	2.66		
Geometry CT														
Geo/Alt Path	1.85	2.19			1.50									
Geometry H	4.14	4.35	4.45	4.33	4.26	4.18	4.33	4.14	4.22					
Algebra II	2.63	2.88	2.57	2.55	2.82	2.94	2.81	2.80	2.91	2.90	2.95	3.95		
Alg II Enh							3.88	3.81	3.25					
Algebra II H	3.99	4.04	3.92	3.92	4.15	4.26	4.21	4.33	4.44					

Source: 2nd semester (EOY) Mark Distribution List (Aeries generated report)

New Grading Policy went into effect in 2012-13

## Algebra II with C or Better

**LCAP 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.

**Outcome: 5: The percent of seniors completing Algebra II with C or better will increase each year.**  
(Metrics reported for 'All' students includes SDC)

Annual growth of 5%age points for LCAP special populations; 2%age points for All & Caucasian  
**Target: \***EL Students: Annual growth of 1%age point

MVHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
All	84%	80%	86%	88%	90%	92%
Caucasian	91%	90%	92%	94%	≥95%	≥95%
Latino	56%	52%	60%	65%	70%	75%
Special Ed (R)	64%	48%	53%	58%	63%	68%
Special Ed (S)	0%	0%	0%	5%	10%	15%
EL *	32%	38%	21%	22%	23%	24%
RFP	74%	76%	89%	94%	99%	100%
SED	55%	59%	63%	68%	73%	78%
Foster/Homeless	73%	35%	18%	23%	28%	33%

Source: Indicator #3: Queried from Aeries

MVHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
All Latino	N/A	52%	60%	65%	70%	75%
Latino Non-Spec		71%	68%	73%	78%	83%
Latino + EL		23%	17%	18%	19%	20%
Latino + RFP		N/A	74%	79%	84%	89%
Latino + SpEd (R)		17%	67%	72%	77%	82%
Latino + SpEd (S)		0%	0%	5%	10%	15%
Latino + SED		50%	44%	49%	54%	59%

Source: Indicator #3: Queried from Aeries

## Algebra II with C or Better

**LCAP 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.

**Outcome: 5: The percent of seniors completing Algebra II with C or better will increase each year.**  
(Metrics reported for 'All' students includes SDC)

Annual growth of 5%age points for LCAP special populations; 2%age points for All & Caucasian  
**Target: \***EL Students: Annual growth of 1%age point

LAHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
All	87%	89%	89%	91%	93%	95%
Caucasian	93%	93%	96%	≥95%	≥95%	≥95%
Latino	67%	77%	72%	77%	82%	87%
Special Ed (R)	66%	74%	58%	63%	68%	73%
Special Ed (S)	12%	0%	10%	15%	20%	25%
EL*	10%	27%	20%	21%	22%	23%
RFP	76%	85%	82%	87%	92%	97%
SED	60%	75%	76%	81%	86%	91%
Foster/Homeless	75%	43%	92%	97%	100%	100%

Source: Indicator #3: Queried from Aeries

LAHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
All Latino	N/A	77%	72%	77%	82%	87%
Latino Non-Spec		88%	88%	93%	98%	103%
Latino + EL		20%	0%	1%	2%	3%
Latino + RFP		N/A	77%	82%	87%	92%
Latino + SpEd (R)		67%	25%	30%	35%	40%
Latino + SpEd (S)		0%	0%	5%	10%	15%
Latino + SED		73%	73%	78%	83%	88%

Source: Indicator #3: Queried from Aeries

Algebra I - Ds and Fs

**LCAP 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.

**Outcome: 6: The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported for 'All', Caucasian, and 'Latino' Students)**

Annual decrease of 5%age points for LCAP special populations; 2%age points for All & Caucasian

**Target:** \*EL Students: Annual decrease of 1%age point

Expected Growth Target																											
MVHS	2015-16			2016-17			2017-18			2018-19						2019-20						2020-21					
	-	Alg I	Alg Enh	-	Alg I	Alg Enh	-	Alg I	Alg Enh	-	Alg I	Alg Enh	Alg I	Alg Enh	Alg I	Alg Enh	-	Alg I	Alg Enh	-	Alg I	Alg Enh	-	Alg I	Alg Enh	CT	
All	-	31%	18%	-	20%	34%	-	12%	35%	-	10%	33%	-	8%	31%	-	6%	29%	-	6%	29%	-	0%	26%	-	0%	26%
Caucasian	-	15%	10%	-	12%	0%	-	6%	0%	-	4%	0%	-	2%	0%	-	0%	0%	-	0%	0%	-	6%	85%	-	0%	85%
Latino	-	46%	16%	-	26%	35%	-	21%	41%	-	16%	36%	-	11%	31%	-	6%	26%	-	6%	26%	-	0%	26%	-	0%	26%
Special Ed (R)	-	31%	0%	-	23%	0%	-	11%	100%	-	6%	95%	-	1%	90%	-	0%	85%	-	0%	85%	-	0%	85%	-	0%	85%
Special Ed (S)	-	0%	N/A	-	0%	N/A	-	67%	50%	-	62%	45%	-	57%	40%	-	52%	35%	-	52%	35%	-	0%	35%	-	0%	35%
EL*	-	35%	18%	-	24%	20%	-	28%	32%	-	27%	31%	-	26%	30%	-	25%	29%	-	25%	29%	-	0%	30%	-	0%	30%
RFEP	-	29%	13%	-	18%	100%	-	6%	45%	-	1%	40%	-	0%	35%	-	0%	30%	-	0%	30%	-	0%	30%	-	0%	30%
SED	-	37%	24%	-	28%	33%	-	24%	39%	-	19%	34%	-	14%	29%	-	9%	24%	-	9%	24%	-	0%	24%	-	0%	24%
Foster/Homeless	-	N/A	0%	-	N/A	0%	-	50%	50%	-	45%	45%	-	40%	40%	-	35%	35%	-	35%	35%	-	0%	35%	-	0%	35%

Source: Indicator #19: Queried from Aeries

Note: Data on reflects EOY grades. Only active students with a letter grade of A through F are included in calculations

Latino Disaggregation										Expected Growth Target																	
MVHS	2015-16			2016-17			2017-18			2018-19						2019-20						2020-21					
	-	Alg I	Alg Enh	-	Alg I	Alg Enh	-	Alg I	Alg Enh	-	Alg I	Alg Enh	CT	-	Alg I	Alg Enh	CT	-	Alg I	Alg Enh	CT	-	Alg I	Alg Enh	CT		
All Latino	-	46%	16%	-	26%	35%	-	21%	41%	-	16%	36%		-	11%	31%		-	6%			-	6%				
Latino Non-Spec	-	58%	0%	-	29%	50%	-	12%	40%	-	7%	35%		-	2%	30%		-	0%			-	0%				
Latino + EL	-	50%	19%	-	25%	22%	-	45%	33%	-	44%	32%		-	43%	31%		-	42%			-	42%				
Latino + RFEP	-	40%	13%	-	22%	100%	-	9%	50%	-	4%	45%		-	-1%	40%		-	-6%			-	-6%				
Latino + SpEd (R)	-	50%	0%	-	18%	0%	-	17%	100%	-	12%	95%		-	7%	90%		-	2%			-	2%				
Latino + SpEd (S)	-	0%	N/A	-	0%	N/A	-	67%	100%	-	62%	95%		-	57%	90%		-	52%			-	52%				
Latino + SED	-	43%	20%	-	21%	37%	-	25%	39%	-	20%	34%		-	15%	29%		-	10%			-	10%				

Source: Indicator #19: Queried from Aeries

Note: Data on reflects EOY grades. Only active students with a letter grade of A through F are included in calculations

N/A = no students enrolled in course

CT = Co-Taught courses, Started in 2018-19

Algebra I - Ds and Fs

**LCAP 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.

**Outcome: 6: The percent of students receiving Ds and Fs in Algebra I will decrease each year. (Metrics will be reported for 'All', Caucasian, and 'Latino' Students)**

Annual decrease of 5%age points for LCAP special populations; 2%age points for All & Caucasian

**Target:** \*EL Students: Annual decrease of 1%age point

LAHS	Expected Growth Target											
	2015-16			2016-17			2017-18			2018-19		
	Alg 9	Alg I	Alg Enh	Alg 9	Alg I	Alg Enh	Alg 9	Alg I	Alg Enh	Alg 9	Alg I	Alg Enh
All	31%	50%	28%	27%	27%	67%	19%	67%	43%	17%	65%	-
Caucasian	27%	20%	100%	11%	0%	N/A	11%	50%	0%	9%	0%	-
Latino	32%	64%	28%	31%	30%	57%	27%	71%	50%	22%	66%	-
Special Ed (R)	36%	50%	100%	17%	33%	100%	18%	75%	100%	13%	70%	-
Special Ed (S)	N/A	67%	N/A	N/A	0%	N/A	50%	100%	100%	45%	95%	-
EL *	60%	63%	63%	38%	33%	67%	60%	N/A	50%	59%	-	-
RFP	24%	50%	15%	26%	33%	75%	22%	78%	47%	17%	73%	-
SED	48%	40%	37%	32%	29%	60%	19%	86%	56%	14%	81%	-
Foster/Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50%	N/A	45%	45%	-

Source: Indicator #19: Queried from Aeries

Note: Data on reflects EOY grades. Only active students with a letter grade of A through F are included in calculations

LAHS	Expected Growth Target											
	2015-16			2016-17			2017-18			2018-19		
	Alg 9	Alg I	Alg Enh	Alg 9	Alg I	Alg Enh	Alg 9	Alg I	Alg Enh	Alg 9	Alg I	Alg Enh
All Latino	32%	64%	28%	31%	30%	57%	27%	71%	50%	22%	66%	-
Latino Non-Spec	15%	100%	0%	31%	25%	50%	27%	N/A	40%	22%	-	-
Latino + EL	60%	71%	63%	40%	50%	67%	100%	N/A	67%	95%	-	-
Latino + RFP	27%	33%	16%	28%	25%	67%	23%	71%	44%	18%	66%	-
Latino + SpEd (R)	50%	50%	100%	50%	33%	100%	50%	25%	100%	45%	20%	-
Latino + SpEd (S)	N/A	67%	N/A	N/A	0%	N/A	100%	100%	100%	95%	95%	-
Latino + SED	42%	40%	36%	29%	33%	50%	22%	83%	56%	17%	78%	-

Source: Indicator #19: Queried from Aeries

Note: Data on reflects EOY grades. Only active students with a letter grade of A through F are included in calculations

N/A = no students enrolled in course

CT = Co-Taught courses, Started in 2018-19



## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 1a: Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation

**Target:** Annual growth of 1%age point for graduation rates

MVLA	CI of '13	CI of '14	CI of '15	CI of '16	CI of '17	CI of '18	Expected Growth Target		
							2018-19	2019-20	2020-21
Senior Class #	N/A		98	100	N/A	102			
Grad Rates %			90.8%	90.0%		84.3%	85.3%	86.3%	87.3%

Source: California Dashboard - Includes AVHS

### EL Disaggregation

MVLA	CI of '13	CI of '14	CI of '15	CI of '16	CI of '17	CI of '18	Expected Growth Target		
							2018-19	2019-20	2020-21
Ever ELs Senior Class #	N/A					288			
Ever ELs Grad Rates %						93%	94%	95%	96%
ELs Senior Class #						41			
ELs Grad Rates %						66%	67%	68%	69%
NC Senior Class #						22			
NC Grad Rates %						41%	42%	43%	44%
LTELs Senior Class #						19			
LTELs Grad Rates %						95%	96%	97%	98%
RFEP Senior Class #						247			
RFEP Grad Rates %						98%	99%	100%	101%

Source: Aeries Query

### Outcome: 1b: Maintain or improve scores provided for ELs on the California Dashboard: Suspension Rates

**Target:** Annual decrease of .05%age points for suspension rates

MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
# Enrolled	N/A		294	N/A	335	320			
Suspension Rates %			2.4%		4.2%	5.9%	5.4%	4.9%	4.4%

Source: California Dashboard - Includes AVHS

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 11 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019



## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 1c: Maintain or improve scores provided for ELs on the California Dashboard: English Learner Progress

**Target:** Annual growth of 1%age point for English Learner progress

MVLA	English Learner Progress	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
								2018-19	2019-20	2020-21
		N/A		83.2%	N/A	90.7%	N/A			

Source: California Dashboard - Includes AVHS

### Outcome: 2: Improve EL SBAC scores (%Met/Exceed)

**Target:** Annual growth of 1%age point for ELA and 2%age points for Math

MVLA		2013	2014	2015	2016	2017	2018	Expected Growth Target		
								2019	2020	2020-21
	SBAC ELA Met/Exceed #	N/A		6	3	3	6			
	SBAC ELA Met/Exceed %			11%	7%	8%	13%	14%	15%	16%
	SBAC Math Met/Exceed #			4	6	2	6			
	SBAC Math Met/Exceed %			1%	6%	4%	12%	14%	16%	18%

Source: Indicator #1 (Queried from Aeries)

### ELA EL Disaggregation

MVLA		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
								2018-19	2019-20	2020-21
	Ever ELs SBAC Met/Exceed #	N/A					163			
	Ever ELs SBAC Met/Exceed %						60%	61%	62%	63%
	ELs SBAC Met/Exceed #						6			
	ELs SBAC Met/Exceed %						13%	14%	15%	16%
	NC SBAC Met/Exceed #						4			
	NC SBAC Met/Exceed %						21%	22%	23%	24%
	LTELs SBAC Met/Exceed #						2			
	LTELs SBAC Met/Exceed %						8%	9%	10%	11%
	RFEP SBAC Met/Exceed #						157			
	RFEP SBAC Met/Exceed %						69%	70%	71%	72%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 12 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 2: Improve EL SBAC scores (%Met/Exceed)

**Target:** Annual growth of 1%age point for ELA and 2%age points for Math

MVLA	Math EL Disaggregation						Expected Growth Target		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs SBAC Met/Exceed #						134			
Ever ELs SBAC Met/Exceed %						48%	49%	50%	51%
ELs SBAC Met/Exceed #						6			
ELs SBAC Met/Exceed %						12%	13%	14%	15%
NC SBAC Met/Exceed #						6			
NC SBAC Met/Exceed %						30%	31%	32%	33%
LTELs SBAC Met/Exceed #						0			
LTELs SBAC Met/Exceed %						0%	1%	2%	3%
RFEP SBAC Met/Exceed #						128			
RFEP SBAC Met/Exceed %						56%	57%	58%	59%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 13 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 4: Improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)**

**Target:** Annual growth of 5%age points first year, 2%age points following years

MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
EL Redesignation #	N/A	77	20	48	73	62			
EL Redesignation %		20.9%	6.1%	13.9%	20.2%	19.3%	21.3%	23.3%	25.3%

Source: Annual RFEF Counts and Rates Report (DataQuest) - Includes AVHS

**Outcome: 5: Improve EL progress toward English proficiency (as measured by the ELPAC)**

**Target:** Annual growth of 5%age points first year, 2%age points following years

MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Students Tested #						230			
ELPAC Level 4 #						94			
ELPAC Level 4 %						41%	45.9%	47.9%	49.9%
ELPAC Level 3 #						48			
ELAPC Level 3 %						20.9%	25.9%	27.9%	29.9%

Source: ELPAC Test Results (DataQuest)

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 14 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 6: Increase the number of EL students enrolled in at least one AP class**

**Target:** Annual growth of 5%age points

MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Stu w 1+ AP Class #	20	30	44	40	29	29			
Stu w 1+ AP Class %	5%	9%	15%	13%	10%	11%	16%	21%	26%

**Source:** Indicator #9 (Queried from Aeries)

EL Disaggregation							Expected Growth Target		
MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs w 1+ AP Class #						512			
Ever ELs w 1+ AP Class %						40%	45%	50%	55%
ELs w 1+ AP Class #						29			
ELs w 1+ AP Class %						11%	16%	21%	26%
NC w 1+ AP Class #						16			
NC w 1+ AP Class %						16%	21%	26%	31%
LTELs w 1+ AP Class #						13			
LTELs w 1+ AP Class %						8%	13%	18%	23%
RFEF w 1+ AP Class #						483			
RFEF w 1+ AP Class %						47%	52%	57%	62%

**Source:** Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 15 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 7: Increase EL total unweighted GPA (based on Aeries Query)

Target: Annual growth of .10 grade points

MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
	Unweighted GPA	2.68	2.52	2.35	2.48	2.58	2018-19	2019-20	2020-21
							2.73	2.83	2.93

Source: Aeries query

EL Disaggregation							Expected Growth Target		
MVLA	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs Enrollment #						1294			
Ever ELs Unweighted GPA						2.92	3.02	3.12	3.22
ELs Enrollment #						259			
ELs Unweighted GPA						2.63	2.73	2.83	2.93
NC Enrollment #						101			
NC Unweighted GPA						2.99	3.09	3.19	3.29
LTELs Enrollment #						158			
LTELs Unweighted GPA						2.40	2.50	2.60	2.70
RFEP Enrollment #						1035			
RFEP Unweighted GPA						2.99	3.09	3.19	3.29

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 16 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 8: Improve % of EL Freshmen with EOY total unweighted GPA >2.0 (based on Aeries Query/Indicator #7)**

**Target:** Return to 2015-16 performance and increase growth by 2%age points

MVLA	Expected Growth Target				
	2018-19	2019-20	2020-21	2018-19	2020-21
Freshman GPA ≥ 2.0	71%	85%	81%	80%	86%

Source: Indicator #7 (Queried from Aeries)

EL Disaggregation						Expected Growth Target						
MVLA	Cl of '16	Cl of '17	Cl of '18	Cl of '19	Cl of '20	Cl of '21	2018-19	2019-20	2020-21			
Ever ELs Enrollment #	N/A									291		
Ever ELs Frosh GPA ≥ 2.0										88%		
ELs Enrollment #										44		
ELs Frosh GPA ≥ 2.0										80%		
NC Enrollment #										29		
NC Frosh GPA ≥ 2.0										97%		
LTELs Enrollment #										15		
LTELs Frosh GPA ≥ 2.0										60%		
RFEF Enrollment #										247		
RFEF Frosh GPA ≥ 2.0										90%		

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 17 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 1a: Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation

**Target:** Annual 1%age point growth for graduation rates

MVHS	Senior Class #	CI of '13	CI of '14	CI of '15	CI of '16	CI of '17	CI of '18	Expected Growth Target		
								2018-19	2019-20	2020-21
Graduation Rates %	N/A	72	88.9%	65	84.6%	N/A	49	75.5%	77.5%	78.5%

Source: California Dashboard

MVHS	Ever ELs Senior Class #	CI of '13	CI of '14	CI of '15	CI of '16	CI of '17	CI of '18	Expected Growth Target		
								2018-19	2019-20	2020-21
Ever ELs Grad Rates %		N/A					117			
ELs Senior Class #							88%	89%	90%	91%
ELs Grad Rates %							30			
NC Senior Class #							57%	58%	59%	60%
NC Grad Rates %							22			
LTELs Senior Class #							41%	42%	43%	44%
LTELs Grad Rates %							8			
RFEP Senior Class #							100%	101%	102%	103%
RFEP Grad Rates %							87			
							99%	100%	101%	102%

Source: Aeries Query

### Outcome: 1b: Maintain or improve scores provided for ELs on the California Dashboard: Suspension Rates

**Target:** Annual decrease of .05%age points for suspension rates

MVHS	# Enrolled	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
								2018-19	2019-20	2020-21
Suspension Rates %	N/A	195	0.5%	N/A	198	195	4.1%	3.6%	3.1%	2.6%

Source: California Dashboard

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 18 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 1c: Maintain or improve scores provided for ELs on the California Dashboard: English Learner Progress

Target: Annual 1%age point growth for English Learner progress

MVHS		2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
								2018-19	2019-20	2020-21
English Learner Progress		N/A		82.0%	N/A	85.1%	N/A			

### Outcome: 2: Improve EL SBAC scores (%Met/Exceed)

Target: Annual growth of 1%age points for ELA and 2%age points for Math

MVHS		2013	2014	2015	2016	2017	2018	Expected Growth Target		
		N/A		5	2	2	3	2019	2020	2020-21
	SBAC ELA Met/Exceed #			16%	10%	11%	10%	11%	12%	13%
	SBAC ELA Met/Exceed %			4	5	2	5			
	SBAC Math Met/Exceed #			10%	18%	8%	14%	19%	24%	29%
	SBAC Math Met/Exceed %									
Source: Indicator #1 (Queried from Aeries)										

### ELA EL Disaggregation

ELA EL Disaggregation								Expected Growth Target		
MVHS	2013	2014	2015	2016	2017	2018	2018-19	2019-20	2020-21	
Ever ELs SBAC Met/Exceed #	N/A						59			
Ever ELs SBAC Met/Exceed %							51%	52%	53%	54%
ELs SBAC Met/Exceed #							3			
ELs SBAC Met/Exceed %							10%	11%	12%	13%
NC SBAC Met/Exceed #							3			
NC SBAC Met/Exceed %							19%	20%	21%	22%
LTEls SBAC Met/Exceed #							0			
LTEls SBAC Met/Exceed %							0%	1%	2%	3%
RFEP SBAC Met/Exceed #							56			
RFEP SBAC Met/Exceed %							66%	67%	68%	69%

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 19 of 40



## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 2: Improve EL SBAC scores (%Met/Exceed)

**Target:** Annual growth of 1%age points for ELA and 2%age points for Math

Math EL Disaggregation							Expected Growth Target			
MVHS	2013	2014	2015	2016	2017	2018	2018-19	2019-20	2020-21	
Ever ELs SBAC Met/Exceed #	N/A						58			
Ever ELs SBAC Met/Exceed %							48%	49%	50%	51%
ELs SBAC Met/Exceed #							5			
ELs SBAC Met/Exceed %							14%	15%	16%	17%
NC SBAC Met/Exceed #							5			
NC SBAC Met/Exceed %							17%	18%	19%	20%
LTELs SBAC Met/Exceed #							0			
LTELs SBAC Met/Exceed %							0%	1%	2%	3%
RFEP SBAC Met/Exceed #							53			
RFEP SBAC Met/Exceed %							62%	63%	64%	65%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 20 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 4: Improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)**

**Target:** Annual growth of 5%age points first year, 2%age points following years

MVHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
EL Redesignation #	N/A	24	20	23	40	26			
EL Redesignation %		10.3%	9.3%	11.9%	21.3%	16.0%	18.0%	20.0%	22.0%

Source: Annual RFEF Counts and Rates Report (DataQuest)

**Outcome: 5: Improve EL progress toward English proficiency (as measured by the ELPAC)**

**Target:** Annual growth of 5%age points first year, 2%age points following years

MVHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Students Tested #						153			
ELPAC Level 4 #						51			
ELPAC Level 4 %						33%	38.3%	40.3%	42.3%
ELPAC Level 3 #						24			
ELAPC Level 3 %						15.7%	20.7%	22.7%	24.7%

Source: ELPAC Test Results (DataQuest)

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 21 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 6: Increase the number of EL students enrolled in at least one AP class**

**Target:** Annual growth of 5%age points

MVHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Stu w 1+ AP Class #	15	27	40	32	17	16			
Stu w 1+ AP Class %	6%	13%	21%	17%	11%	10%	15%	20%	25%

**Source:** Indicator #9 (Queried from Aeries)

EL Disaggregation							Expected Growth Target		
MVHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs w 1+ AP Class #						196			
Ever ELs w 1+ AP Class %						38%	43%	48%	53%
ELs w 1+ AP Class #						16			
ELs w 1+ AP Class %						10%	15%	20%	25%
NC w 1+ AP Class #						10			
NC w 1+ AP Class %						12%	17%	22%	27%
LTELs w 1+ AP Class #						6			
LTELs w 1+ AP Class %						8%	13%	18%	23%
RFEF w 1+ AP Class #						180			
RFEF w 1+ AP Class %						50%	55%	60%	65%

**Source:** Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 22 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 7: Increase EL total unweighted GPA (based on Aeries Query)

Target: Annual growth of .10 grade points

MVHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Unweighted GPA	2.66	2.46	2.36	2.50	2.63	2.71	2.81	2.91	3.01

Source: Aeries query

EL Disaggregation							Expected Growth Target		
MVHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs Enrollment #	N/A					520			
Ever ELs Unweighted GPA						2.88	2.98	3.08	3.18
ELs Enrollment #						158			
ELs Unweighted GPA						2.71	2.81	2.91	3.01
NC Enrollment #						84			
NC Unweighted GPA						2.95	3.05	3.15	3.25
LTELs Enrollment #						74			
LTELs Unweighted GPA						2.43	2.53	2.63	2.73
RFEF Enrollment #						362			
RFEF Unweighted GPA						2.96	3.06	3.16	3.26

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 23 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 8: Improve % of EL Freshmen with EOY total unweighted GPA >2.0 (based on Aeries Query/Indicator #7)**

**Target:** Return to 2014-15 performance and increase growth by 2%age points

MVHS	Expected Growth Target				
	2018-19	2019-20	2020-21	2018-19	2020-21
Freshman GPA $\geq$ 2.0	70%	76%	79%	81%	85%

Source: Indicator #7 (Queried from Aeries)

EL Disaggregation					
MVHS	CI of '16	CI of '17	CI of '18	CI of '19	CI of '20
Ever ELs Enrollment #	N/A				
Ever ELs Frosh GPA $\geq$ 2.0					
ELs Enrollment #					
ELs Frosh GPA $\geq$ 2.0					
NC Enrollment #					
NC Frosh GPA $\geq$ 2.0					
LTELs Enrollment #					
LTELs Frosh GPA $\geq$ 2.0					
RFEF Enrollment #					
RFEF Frosh GPA $\geq$ 2.0					
Expected Growth Target					2020-21

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 24 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 1a: Maintain or improve scores provided for ELs on the California Dashboard: EL Graduation

**Target:** Annual 1%age point growth for graduation rates

LAHS	Senior Class #	CI of '13	CI of '14	CI of '15	CI of '16	CI of '17	CI of '18	Expected Growth Target		
								2018-19	2019-20	2020-21
Graduation Rates %	N/A	26	96.2%	100.0%	N/A	N/A	47	95.7%	96.7%	97.7%

Source: California Dashboard

LAHS	Ever ELs Senior Class #	CI of '13	CI of '14	CI of '15	CI of '16	CI of '17	CI of '18	Expected Growth Target		
								2018-19	2019-20	2020-21
Ever ELs Grad Rates %		N/A					171			
ELs Senior Class #							96%	97%	98%	99%
ELs Grad Rates %							11			
NC Senior Class #							91%	92%	93%	94%
NC Grad Rates %							N/A			
LTELs Senior Class #							N/A			
LTELs Grad Rates %							11			
RFEP Senior Class #							91%	92%	93%	94%
RFEP Grad Rates %							160			
							97%	98%	99%	100%

Source: Aeries Query

### Outcome: 1b: Maintain or improve scores provided for ELs on the California Dashboard: Suspension Rates

**Target:** Annual decrease of .05%age points for suspension rates

LAHS	# Enrolled	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
								2018-19	2019-20	2020-21
Suspension Rates %	N/A	101	5.9%	N/A	140	108	5.6%	5.1%	4.6%	4.1%

Source: California Dashboard

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 25 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 1c: Maintain or improve scores provided for ELs on the California Dashboard: English Learner Progress

Target: Annual 1%age point growth for English Learner progress

LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
English Learner Progress			85.3%	N/A	96.9%	N/A			

Source: California Dashboard

### Outcome: 2: Improve EL SBAC scores (%Met/Exceed)

Target: Annual growth of 1%age point for ELA and 2%age points for Math

LAHS	2013	2014	2015	2016	2017	2018	Expected Growth Target		
							2019	2020	2020-21
SBAC ELA Met/Exceed #	N/A		1	1	1	3			
SBAC ELA Met/Exceed %			14%	5%	5%	20%	21%	22%	23%
SBAC Math Met/Exceed #			0	1	0	1			
SBAC Math Met/Exceed %			0%	5%	0%	7%	9%	11%	13%

Source: Indicator #1 (Queried from Aeries)

### ELA EL Disaggregation

LAHS	2013	2014	2015	2016	2017	2018	Expected Growth Target		
							2019	2020	2020-21
Ever ELs SBAC Met/Exceed #	N/A					104			
Ever ELs SBAC Met/Exceed %						66%	67%	68%	69%
ELs SBAC Met/Exceed #						3			
ELs SBAC Met/Exceed %						20%	21%	22%	23%
NC SBAC Met/Exceed #						1			
NC SBAC Met/Exceed %						33%	34%	35%	36%
LTELs SBAC Met/Exceed #						2			
LTELs SBAC Met/Exceed %						17%	18%	19%	20%
RFEP SBAC Met/Exceed #						101			
RFEP SBAC Met/Exceed %						71%	72%	73%	74%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 26 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

### Outcome: 2: Improve EL SBAC scores (%Met/Exceed)

**Target:** Annual growth of 1%age points for ELA and 2%age points for Math

LAHS	Math EL Disaggregation						Expected Growth Target		
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs SBAC Met/Exceed #						76			
Ever ELs SBAC Met/Exceed %						48%	49%	50%	51%
ELs SBAC Met/Exceed #						1			
ELs SBAC Met/Exceed %						7%	8%	9%	10%
NC SBAC Met/Exceed #						1			
NC SBAC Met/Exceed %						22%	23%	24%	25%
LTELs SBAC Met/Exceed #						0			
LTELs SBAC Met/Exceed %						0%	1%	2%	3%
RFEP SBAC Met/Exceed #						75			
RFEP SBAC Met/Exceed %						52%	53%	54%	55%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 27 of 40



## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 4: Improve Redesignation rates for ELs annually (as reported in the District's Accountability Report, based on DataQuest reports)**

**Target:** Annual growth of 5%age points first year, 2%age points following years

LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
EL Redesignation #	N/A	53	0	25	33	36			
EL Redesignation %		56.4%	0.0%	22.7%	24.6%	27.1%	29.1%	31.1%	33.1%

Source: Annual RFEF Counts and Rates Report (DataQuest)

**Outcome: 5: Improve EL progress toward English proficiency (as measured by the ELPAC)**

**Target:** Annual growth of 5%age points first year, 2%age points following years

LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Students Tested #						77			
ELPAC Level 4 #						43			
ELPAC Level 4 %						56%	60.8%	62.8%	64.8%
ELPAC Level 3 #						24			
ELAPC Level 3 %						31%	36.2%	38.2%	40.2%

Source: ELPAC Test Results (DataQuest)

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 28 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 6: Increase the number of EL students enrolled in at least one AP class**

**Target:** Annual growth of 5%age points

LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Stu w 1+ AP Class #	5	3	4	8	12	13			
Stu w 1+ AP Class %	5%	4%	4%	6%	9%	13%	18%	23%	28%

Source: Indicator #9 (Queried from Aeries)

LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Ever ELs w 1+ AP Class #						316			
Ever ELs w 1+ AP Class %						41%	46%	51%	56%
ELs w 1+ AP Class #						13			
ELs w 1+ AP Class %						13%	18%	23%	28%
NC w 1+ AP Class #						6			
NC w 1+ AP Class %						35%	40%	45%	50%
LTELs w 1+ AP Class #						7			
LTELs w 1+ AP Class %						8%	13%	18%	23%
RFEP w 1+ AP Class #						303			
RFEP w 1+ AP Class %						45%	50%	55%	60%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 29 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 7: Increase EL total unweighted GPA (based on Aeries Query)**

**Target:** Annual growth of .10 grade points

LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Expected Growth Target		
							2018-19	2019-20	2020-21
Unweighted GPA	2.71	2.50	2.12	2.46	2.48	2.51	2.61	2.71	2.81

Source: Aeries query

EL Disaggregation							Expected Growth Target		
LAHS	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Ever ELs Enrollment #	N/A					774			
Ever ELs Unweighted GPA						2.94	3.04	3.14	3.24
ELs Enrollment #						101			
ELs Unweighted GPA						2.51	2.61	2.71	2.81
NC Enrollment #						17			
NC Unweighted GPA						3.19	3.29	3.39	3.49
LTELs Enrollment #						84			
LTELs Unweighted GPA						2.37	2.47	2.57	2.67
RFEP Enrollment #						673			
RFEP Unweighted GPA						3.00	3.1	3.2	3.3

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEP Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 30 of 40

## English Learner Outcomes

**LCAP Goal: 3:** Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures

**Outcome: 8: Improve % of EL Freshmen with EOY total unweighted GPA >2.0 (based on Aeries Query/Indicator #7)**

**Target:** Return to 2015-16 performance and increase growth by 2%age points

LAHS	CI of '16	CI of '17	CI of '18	CI of '19	CI of '20	CI of '21	Expected Growth Target		
							2018-19	2019-20	2020-21
Freshman GPA $\geq$ 2.0	78%	97%	89%	89%	79%	81%	83%	85%	87%

Source: Indicator #7 (Queried from Aeries)

EL Disaggregation							Expected Growth Target		
LAHS	CI of '16	CI of '17	CI of '18	CI of '19	CI of '20	CI of '21	2018-19	2019-20	2020-21
Ever ELs Enrollment #	N/A					173			
Ever ELs Frosh GPA $\geq$ 2.0						88%	90%	92%	94%
ELs Enrollment #						13			
ELs Frosh GPA $\geq$ 2.0						81%	83%	85%	87%
NC Enrollment #						6			
NC Frosh GPA $\geq$ 2.0						100%	102%	104%	106%
LTELs Enrollment #						7			
LTELs Frosh GPA $\geq$ 2.0						70%	72%	74%	76%
RFEF Enrollment #						160			
RFEF Frosh GPA $\geq$ 2.0						89%	91%	93%	95%

Source: Aeries Query

N/A = Data not available

\* = Data not updated

Ever ELs = EL and RFEF Students

NC = ELs in US School < 5 years

LTELs = ELs in US School 5+ years

Page 31 of 40

\\MVA\netshare\Home\Educational Services\School Plans and Categoricals\L-CAP\19-20\Appendix\5. LCAP Accountability Report for Goals 2, 3, & 4

Created Jan 2019, Updated May 2019

## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome: 1a: Improve Special Ed students' academic performance across all Indicators: SBAC**

**Target:** Annual growth of 5%age points

MVHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R SBAC ELA Met/Exceed #	14	7	17			
R SBAC ELA Met/Exceed %	54%	58%	57%	62%	67%	72%
R SBAC Math Met/Exceed #	9	3	11			
R SBAC Math Met/Exceed %	35%	25%	37%	42%	47%	52%
S SBAC ELA Met/Exceed #	1	0	1			
S SBAC ELA Met/Exceed %	6%	0%	7%	12%	17%	22%
S SBAC ELA Met/Exceed #	0	0	0			
S SBAC ELA Met/Exceed %	0%	0%	0%	5%	10%	15%

Source: Indicator #1: Queried from Aeries

LAHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R SBAC ELA Met/Exceed #	6	16	20			
R SBAC ELA Met/Exceed %	21%	47%	57%	62%	67%	72%
R SBAC Math Met/Exceed #	6	10	10			
R SBAC Math Met/Exceed %	23%	29%	29%	34%	39%	44%
S SBAC ELA Met/Exceed #	0	2	0			
S SBAC ELA Met/Exceed %	0%	10%	0%	5%	10%	15%
S SBAC ELA Met/Exceed #	0	1	0			
S SBAC ELA Met/Exceed %	0%	5%	0%	5%	10%	15%

Source: Indicator #1: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 32 of 40

## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

### Outcome: 1b: Improve Special Ed students' academic performance across all Indicators: a-g Completion

Target: Annual growth of 5%age points

MVHS	2015-16	2016-17	2017-18	Expected Growth Target		
				2018-19	2019-20	2020-21
R Senior Class	28	33	16			
R Completed a-g #	8	6	3			
R Completed a-g %	29%	18%	19%	24%	29%	34%
S Senior Class	10	33	17			
S Completed a-g #	0	0	0			
S Completed a-g %	0%	0%	0%	5%	10%	15%

Source: Indicator #2: Queried from Aeries

LAHS	2015-16	2016-17	2017-18	Expected Growth Target		
				2018-19	2019-20	2020-21
R Senior Class	29	31	37			
R Completed a-g #	10	8	12			
R Completed a-g %	34%	26%	32%	37%	42%	47%
S Senior Class	17	16	21			
S Completed a-g #	0	0	0			
S Completed a-g %	0%	0%	0%	5%	10%	15%

Source: Indicator #2: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 33 of 40

## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome: 1c: Improve Special Ed students' academic performance across all Indicators: Alg 2 w C or Better**

**Target:** Annual growth of 5%age points

MVHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R Senior Class	28	33	17			
R Alg 2 C or Better #	18	16	9			
R Alg 2 C or Better %	64%	48%	53%	58%	63%	68%
S Senior Class	16	33	17			
S Alg 2 C or Better #	0	0	0			
S Alg 2 C or Better %	0%	0%	0%	5%	10%	15%

Source: Indicator #3: Queried from Aeries

LAHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R Senior Class	29	31	38			
R Alg 2 C or Better #	19	23	22			
R Alg 2 C or Better %	66%	74%	58%	63%	68%	73%
S Senior Class	17	16	21			
S Alg 2 C or Better #	2	0	2			
S Alg 2 C or Better %	12%	0%	10%	15%	20%	25%

Source: Indicator #3: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 34 of 40

## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome: 1d: Improve Special Ed students' academic performance across all indicators: Frosh GPA  $\geq$  2.0**

Target: Annual growth of 5%age points

MVHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R Frosh Class	22	29	26			
R Frosh GPA $\geq$ 2.0 #	20	23	22			
R Frosh GPA $\geq$ 2.0 %	91%	79%	85%	90%	95%	100%
S Frosh Class	N/A	27	14			
S Frosh GPA $\geq$ 2.0 #		18	6			
S Frosh GPA $\geq$ 2.0 %		67%	43%	48%	53%	58%

Source: Indicator #7: Queried from Aeries

LAHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R Frosh Class	30	19	28			
R Frosh GPA $\geq$ 2.0 #	27	16	23			
R Frosh GPA $\geq$ 2.0 %	90%	84%	82%	87%	92%	97%
S Frosh Class	N/A	19	17			
S Frosh GPA $\geq$ 2.0 #		15	13			
S Frosh GPA $\geq$ 2.0 %		79%	76%	81%	86%	91%

Source: Indicator #7: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 35 of 40



## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome: 1e: Improve Special Ed students' academic performance across all Indicators: Frosh Earning Fs**

**Target:** Annual decrease of 5%age points

MVHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R Frosh Class	22	29	26			
R Frosh Earning F #	0	7	2			
R Frosh Earning F %	0%	24%	8%	3%	0%	0%
S Frosh Class	N/A	27	14			
S Frosh Earning F #		6	2			
S Frosh Earning F %		22%	14%	9%	4%	0%

Source: Indicator #8: Queried from Aeries

LAHS	2016	2017	2018	Expected Growth Target		
				2019	2020	2021
R Frosh Class	30	19	28			
R Frosh Earning F #	7	4	9			
R Frosh Earning F %	23%	21%	32%	27%	22%	17%
S Frosh Class	N/A	19	17			
S Frosh Earning F #		6	4			
S Frosh Earning F %		32%	24%	19%	14%	9%

Source: Indicator #8: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 36 of 40

## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome: 1f: Improve Special Ed students' academic performance across all indicators: 1+ AP Class**

**Target:** Annual growth of 5%age points

MVHS	2015-16	2016-17	2017-18	Expected Growth Target		
				2018-19	2019-20	2020-21
R Enrollment	89	104	79			
R w 1+ AP Class #	19	18	17			
R w 1+ AP Class %	21%	17%	22%	27%	32%	37%
S Enrollment	104	101	90			
S w 1+ AP Class #	0	1	0			
S w 1+ AP Class %	0%	1%	0%	5%	10%	15%

Source: Indicator #9: Queried from Aeries

LAHS	2015-16	2016-17	2017-18	Expected Growth Target		
				2018-19	2019-20	2020-21
R Enrollment	120	114	116			
R w 1+ AP Class #	16	22	15			
R w 1+ AP Class %	13%	19%	13%	18%	23%	28%
S Enrollment	122	126	76			
S w 1+ AP Class #	0	0	0			
S w 1+ AP Class %	0%	0%	0%	5%	10%	15%

Source: Indicator #9: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 37 of 40

## Special Ed Outcomes

**LCAP Goal: 4:** Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome: 1g: Improve Special Ed students' academic performance across all Indicators: Grad Rate**

**Target:** Annual growth of 5%age points

MVHS		2016	2017	2018	Expected Growth Target		
					2019	2020	2021
	R Class Size #	28	33	17			
	R Grads #	28	31	16			
	R Grads %	100%	94%	94%	99%	100%	100%
	S Class Size #	16	33	17			
	S Grads #	10	16	17			
	S Grads %	63%	48%	100%	100%	100%	100%

Source: Indicator #10: Queried from Aeries

LAHS		2016	2017	2018	Expected Growth Target		
					2019	2020	2021
	R Class Size #	29	31	38			
	R Grads #	29	31	37			
	R Grads %	100%	100%	97%	100%	100%	100%
	S Class Size #	17	18	22			
	S Grads #	17	16	21			
	S Grads %	100%	89%	95%	100%	100%	100%

Source: Indicator #10: Queried from Aeries

R = Resource Students

S = SDC Students

N/A = Data not available

Page 38 of 40

## Co-Taught Courses

**LCAP Goal:** 4: Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome:** 4: Increase the number of Co-taught classes on each campus as a means to reducing the number of students in SD classes and thereby addressing the LRE issue (Metrics will be reported for co-taught courses and their equivalent reg-taught course)

**Target:**

Expected Growth Target																							
MVHS						2015-16			2016-17			2017-18			2018-19			2019-20			2020-21		
						# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size
Algebra I CT						N/A			N/A			N/A											
Algebra I						88	6	14.7	140	8	17.5	119	7	17.0									
Alg I Enh CT						N/A			N/A			N/A											
Alg I Enh						40	2	20.0	31	2	15.5	38	2	19.0									
Survey Comp/Lit CT						N/A			N/A			N/A											
Survey Comp/Lit						437	23	19.0	462	25	18.5	461	25	18.4									

Source: Course Enrollment Comparison Report (EOY) (Queried from Aeries)

N/A = no students enrolled in course

CT = Co-Taught courses, Started in 2018-19

Page 39 of 40

## Co-Taught Courses

**LCAP Goal:** 4: Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE)

**Outcome:** 4: 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 (Metrics will be reported for co-taught courses and their equivalent reg-taught course)

**Target:**

LAHS	Expected Growth Target								
	2015-16			2016-17			2017-18		
	# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size	# Enrolled	# of Sections	Average Class Size
Geometry CT		N/A			N/A			N/A	
Geometry 9	180	8	22.5	171	9	19.0	120	7	17.1
Geometry	91	4	22.8	93	4	23.3	97	4	24.3
Ess Math Concept CT		N/A			N/A			N/A	
Ess Math Concept		N/A		12	1	12.0	35	2	17.5
STEAM Fdns CT		N/A			N/A			N/A	
STEAM Fdns		N/A			N/A			N/A	
Human Bio CT		N/A			N/A			N/A	
Human Bio	28	1	28.0	12	1	12.0	45	2	22.5
Environ Sci CT		N/A			N/A			N/A	
Environ Sci	89	4	22.3	122	5	24.4	125	5	25.0
Health CT		N/A			N/A			N/A	
Health	201	8	25.1	202	8	25.3	200	8	25.0

Source: Course Enrollment Comparison Report (EOY) (Queried from Aeries)

N/A = no students enrolled in course

CT = Co-Taught courses, Started in 2018-19

Page 40 of 40

# School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High

Date Prepared: 10 May 2018

School: Los Altos High

Response Rate: 88% (2014), 80% (2016), 81% (2018)

## School Climate Index (SCI)

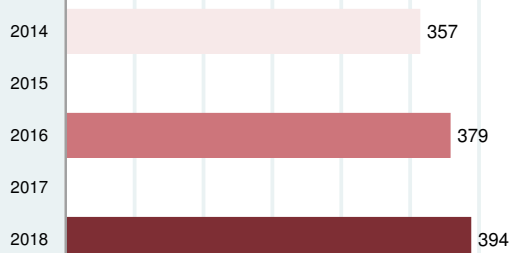
	2014	2015	2016	2017	2018	Change
SCI Score <sup>A</sup>	357	—	379	—	394	+37
SCI State Percentile <sup>B</sup>	87	—	93	—	95	+8
SCI Similar Schools Percentile <sup>B</sup>	59	—	71	—	83	+24

### High School

### School Climate Index Scores (2014 to 2018)

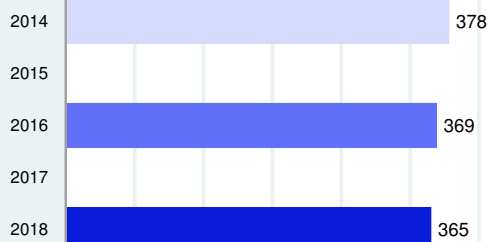
Based on responses from students to the California Healthy Kids Survey

#### SCHOOL CLIMATE INDEX (SCI)

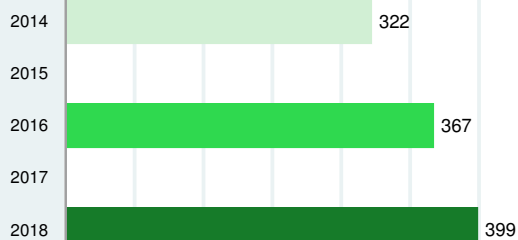


#### SCHOOL CLIMATE SUBSCALE RESULTS

##### OVERALL SUPPORTS AND ENGAGEMENT



##### OVERALL LOW VIOLENCE & SUBSTANCE USE



Score

<sup>A</sup>Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

<sup>B</sup>A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

# School Climate Report Card (High School)—2017-2018

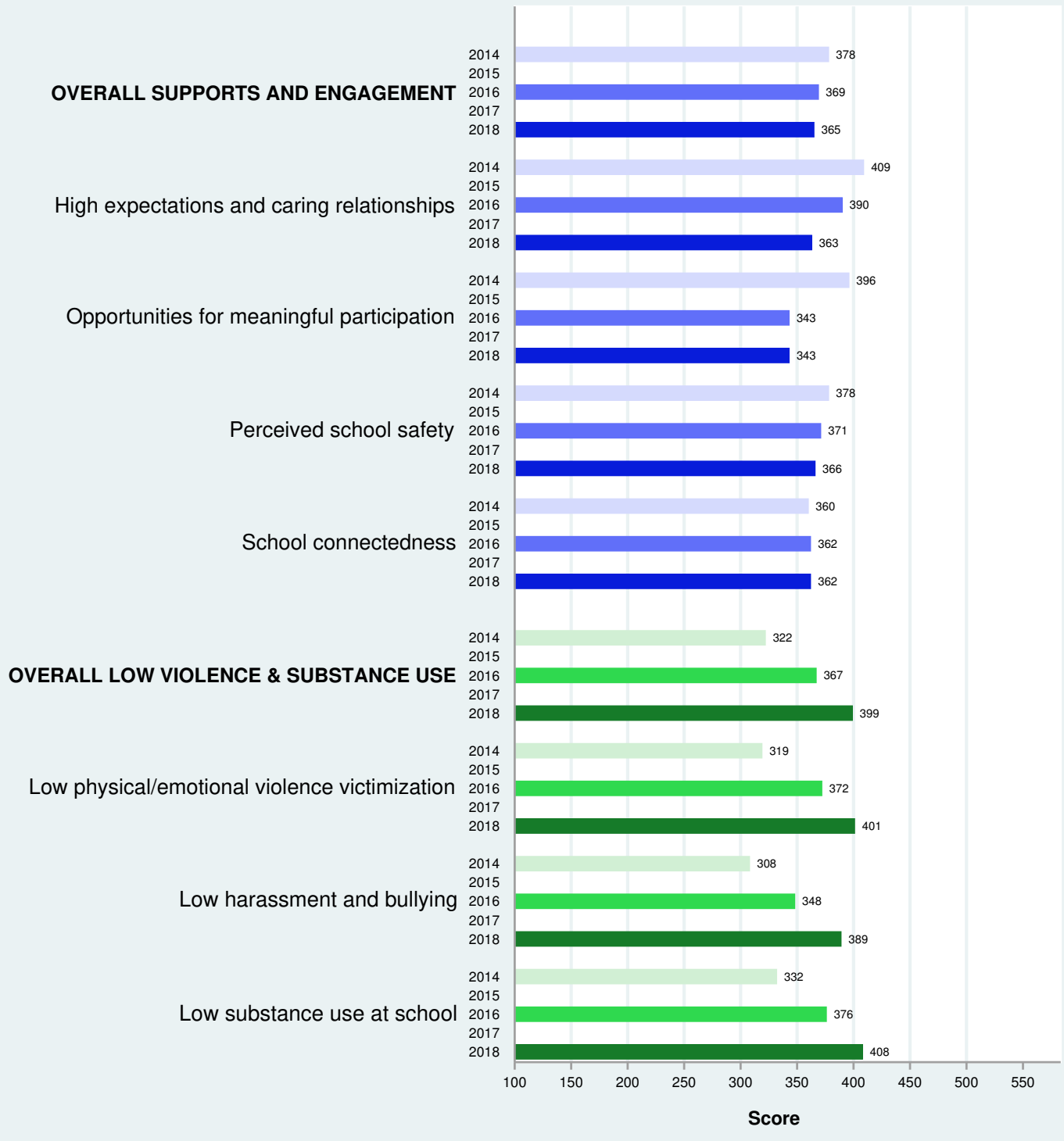
District: Mountain View-Los Altos Union High  
School: Los Altos High

Date Prepared: 10 May 2018

## High School

### School Climate Subscale Results (2014 to 2018)

*Based on responses from students to the California Healthy Kids Survey*



# School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High  
School: Los Altos High

Date Prepared: 10 May 2018

## School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
<b>Overall Supports and Engagement</b>	<b>378</b>	—	<b>369</b>	—	<b>365</b>	<b>-13</b>
High expectations and caring relationships	409	—	390	—	363	-46
Opportunities for meaningful participation	396	—	343	—	343	-53
Perceived school safety	378	—	371	—	366	-12
School connectedness	360	—	362	—	362	+2
<b>Overall Low Violence and Substance Use</b>	<b>322</b>	—	<b>367</b>	—	<b>399</b>	<b>+77</b>
Low physical/emotional violence victimization	319	—	372	—	401	+82
Low harassment and bullying	308	—	348	—	389	+81
Low substance use at school	332	—	376	—	408	+76

## Other Indicators

### Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	82	—	84	—	84	+2
Truant more than a few times	4	—	4	—	4	0
Feel a part of the school	60	—	61	—	60	0
Safety at school	83	—	83	—	78	-5
Harassed or bullied at school	26	—	24	—	21	-5
Parents feel welcome to participate at this school	~	~	60	—	58	-2
School is usually clean and tidy	~	~	72	—	61	-11
Experienced chronic sadness/hopelessness	28	—	26	—	29	+1

### Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Students are motivated to learn	~	~	~	~	20	—
Truancy is moderate/severe problem	—	—	14	—	25	+11
School is a supportive/inviting place for students to learn	~	~	~	~	62	—
School is a supportive/inviting place for staff to work	~	~	~	~	53	—
School is a safe place for students	~	~	~	~	52	—
Harassment/bullying is moderate/severe problem	—	—	15	—	28	+13
School is welcoming to/facilitates parental involvement	~	~	~	~	58	—
School has clean and well-maintained facilities	~	~	~	~	63	—

Notes: ID—Insufficient data.

~—Data were not collected.

A hyphen (—) is shown if no data are available.

CDS code: 43696094334116



# School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High

Date Prepared: 10 May 2018

School: Mountain View High

Response Rate: 86% (2014), 83% (2016), 85% (2018)

## School Climate Index (SCI)

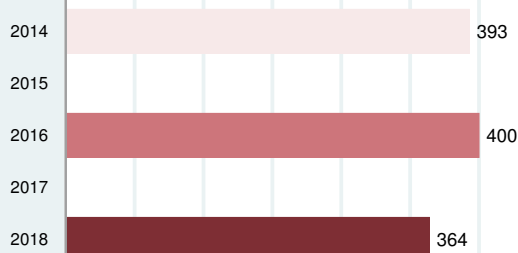
	2014	2015	2016	2017	2018	Change
SCI Score <sup>A</sup>	393	—	400	—	364	-29
SCI State Percentile <sup>B</sup>	95	—	96	—	89	-6
SCI Similar Schools Percentile <sup>B</sup>	85	—	89	—	67	-18

### High School

### School Climate Index Scores (2014 to 2018)

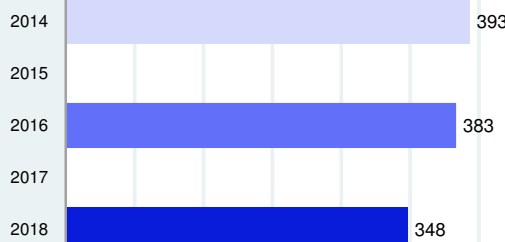
Based on responses from students to the California Healthy Kids Survey

#### SCHOOL CLIMATE INDEX (SCI)

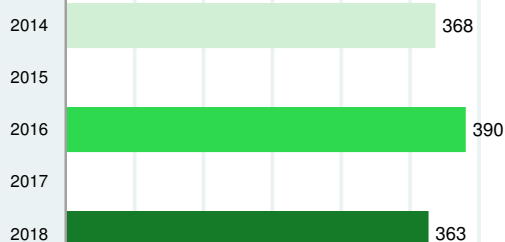


#### SCHOOL CLIMATE SUBSCALE RESULTS

#### OVERALL SUPPORTS AND ENGAGEMENT



#### OVERALL LOW VIOLENCE & SUBSTANCE USE



Score

<sup>A</sup>Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

<sup>B</sup>A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

# School Climate Report Card (High School)—2017-2018

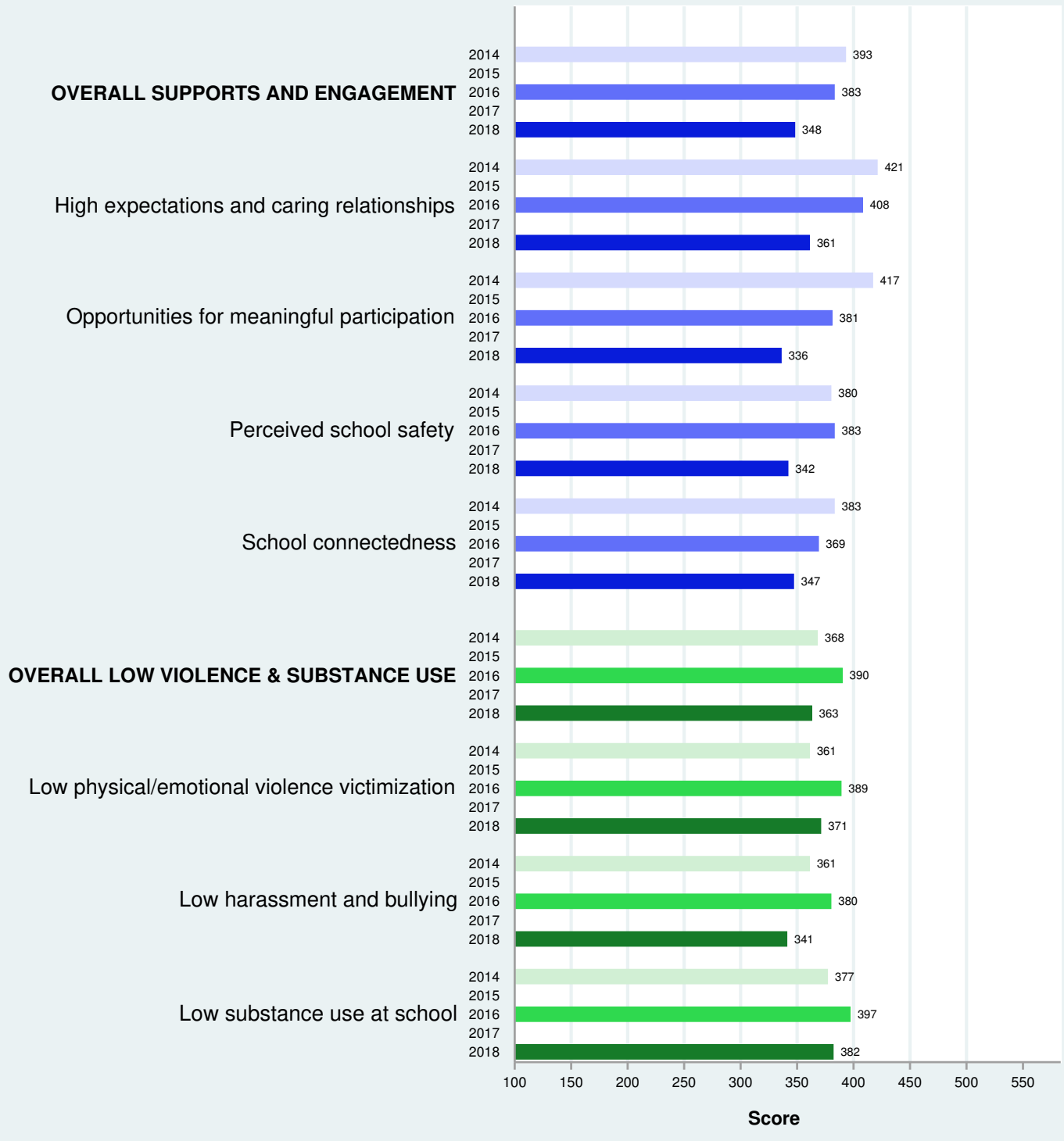
District: Mountain View-Los Altos Union High  
School: Mountain View High

Date Prepared: 10 May 2018

## High School

### School Climate Subscale Results (2014 to 2018)

*Based on responses from students to the California Healthy Kids Survey*



# School Climate Report Card (High School)—2017-2018

District: Mountain View-Los Altos Union High  
School: Mountain View High

Date Prepared: 10 May 2018

## School Climate Index Subscale Results

	SCI Scores					
	2014	2015	2016	2017	2018	Change
<b>Overall Supports and Engagement</b>	<b>393</b>	—	<b>383</b>	—	<b>348</b>	<b>-45</b>
High expectations and caring relationships	421	—	408	—	361	-60
Opportunities for meaningful participation	417	—	381	—	336	-81
Perceived school safety	380	—	383	—	342	-38
School connectedness	383	—	369	—	347	-36
<b>Overall Low Violence and Substance Use</b>	<b>368</b>	—	<b>390</b>	—	<b>363</b>	<b>-5</b>
Low physical/emotional violence victimization	361	—	389	—	371	+10
Low harassment and bullying	361	—	380	—	341	-20
Low substance use at school	377	—	397	—	382	+5

## Other Indicators

### Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Try hard on school work	81	—	81	—	86	+5
Truant more than a few times	6	—	5	—	3	-3
Feel a part of the school	66	—	61	—	60	-6
Safety at school	85	—	84	—	78	-7
Harassed or bullied at school	21	—	21	—	24	+3
Parents feel welcome to participate at this school	~	~	52	—	56	+4
School is usually clean and tidy	~	~	81	—	74	-7
Experienced chronic sadness/hopelessness	23	—	28	—	29	+6

### Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	2017	2018	Change
	(%)	(%)	(%)	(%)	(%)	
Students are motivated to learn	~	~	~	~	28	—
Truancy is moderate/severe problem	—	—	ID	—	36	—
School is a supportive/inviting place for students to learn	~	~	~	~	52	—
School is a supportive/inviting place for staff to work	~	~	~	~	32	—
School is a safe place for students	~	~	~	~	47	—
Harassment/bullying is moderate/severe problem	—	—	ID	—	42	—
School is welcoming to/facilitates parental involvement	~	~	~	~	38	—
School has clean and well-maintained facilities	~	~	~	~	70	—

Notes: ID—Insufficient data.

~—Data were not collected.

A hyphen (—) is shown if no data are available.

CDS code: 43696094334728

# Appendix 3

- (a) LCAP Expenditure Summary
  - By Object
  - By Goal
- (b) LCAP Actions/Services Limited to Unduplicated Student Groups
- (c) LCAP Actions and Services Summary for 2019-20

# LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					
	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,945,122.00	5,581,815.00	3,706,800.00	4,718,122.00	5,979,450.00	14,404,372.00
	4,920,122.00	0.00	410,000.00	500,000.00	0.00	910,000.00
At Risk	0.00	282,829.00	510,000.00	920,000.00	855,000.00	2,285,000.00
Base	25,000.00	4,768,236.00	2,514,800.00	3,000,622.00	4,438,950.00	9,954,372.00
CTEIG	0.00	0.00	0.00	0.00	235,000.00	235,000.00
Low Performing Student Grant (LPSG)	0.00	0.00	0.00	0.00	13,000.00	13,000.00
MVLA Foundation	0.00	490,861.00	0.00	0.00	0.00	0.00
Other	0.00	2,300.00	220,000.00	222,500.00	277,500.00	720,000.00
Title I	0.00	0.00	0.00	0.00	100,000.00	100,000.00
Title II	0.00	15,559.00	2,000.00	20,000.00	25,000.00	47,000.00
Title III	0.00	22,030.00	50,000.00	55,000.00	35,000.00	140,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,945,122.00 0.00	5,581,815.00 0.00	3,706,800.00 0.00	4,718,122.00 0.00	5,979,450.00 0.00	14,404,372.00 0.00
1000-1999: Certificated Personnel Salaries	3,337,355.00	3,053,007.00	2,834,000.00	3,130,355.00	3,459,100.00	9,423,455.00
2000-2999: Classified Personnel Salaries	282,272.00	584,697.00	0.00	282,272.00	352,500.00	634,772.00
3000-3999: Employee Benefits	628,495.00	1,329,627.00	463,800.00	628,495.00	1,373,850.00	2,466,145.00
4000-4999: Books And Supplies	335,000.00	324,122.00	195,000.00	335,000.00	510,000.00	1,040,000.00
5000-5999: Services And Other Operating Expenditures	362,000.00	256,207.00	204,000.00	312,000.00	229,000.00	745,000.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	35,000.00	35,000.00
7000-7439: Other Outgo	0.00	34,155.00	10,000.00	30,000.00	20,000.00	60,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,945,122.00	5,581,815.00	3,706,800.00	4,718,122.00	5,979,450.00	14,404,372.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		3,337,355.00	0.00	410,000.00	500,000.00	0.00	910,000.00
1000-1999: Certificated Personnel Salaries	At Risk	0.00	282,829.00	440,000.00	690,000.00	695,000.00	1,825,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	2,770,178.00	1,764,000.00	1,720,355.00	2,476,100.00	5,960,455.00
1000-1999: Certificated Personnel Salaries	Low Performing Student Grant (LPSPG)	0.00	0.00	0.00	0.00	3,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	220,000.00	220,000.00	275,000.00	715,000.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	0.00	0.00	0.00	10,000.00	10,000.00
2000-2999: Classified Personnel Salaries		282,272.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	At Risk	0.00	0.00	0.00	150,000.00	120,000.00	270,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	320,834.00	0.00	129,772.00	130,000.00	259,772.00
2000-2999: Classified Personnel Salaries	MVLA Foundation	0.00	261,563.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	0.00	2,300.00	0.00	2,500.00	2,500.00	5,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	100,000.00	100,000.00
3000-3999: Employee Benefits		628,495.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	0.00	1,329,627.00	463,800.00	628,495.00	1,373,850.00	2,466,145.00
4000-4999: Books And Supplies		335,000.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	At Risk	0.00	0.00	50,000.00	50,000.00	35,000.00	135,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Base	0.00	94,824.00	145,000.00	265,000.00	285,000.00	695,000.00
4000-4999: Books And Supplies	CTEIG	0.00	0.00	0.00	0.00	180,000.00	180,000.00
4000-4999: Books And Supplies	MVLA Foundation	0.00	229,298.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title III	0.00	0.00	0.00	20,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures		337,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	At Risk	0.00	0.00	20,000.00	30,000.00	5,000.00	55,000.00
5000-5999: Services And Other Operating Expenditures	Base	25,000.00	218,618.00	132,000.00	227,000.00	154,000.00	513,000.00
5000-5999: Services And Other Operating Expenditures	CTEIG	0.00	0.00	0.00	0.00	20,000.00	20,000.00
5000-5999: Services And Other Operating Expenditures	Low Performing Student Grant (LPSG)	0.00	0.00	0.00	0.00	10,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	15,559.00	2,000.00	20,000.00	15,000.00	37,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	22,030.00	50,000.00	35,000.00	25,000.00	110,000.00
6000-6999: Capital Outlay	CTEIG	0.00	0.00	0.00	0.00	35,000.00	35,000.00
7000-7439: Other Outgo	Base	0.00	34,155.00	10,000.00	30,000.00	20,000.00	60,000.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,580,500.00	1,661,356.00	1,670,000.00	1,373,500.00	1,895,000.00	4,938,500.00
Goal 2	1,737,695.00	1,867,105.00	1,192,000.00	1,737,695.00	1,931,950.00	4,861,645.00
Goal 3	495,471.00	503,107.00	181,200.00	475,471.00	542,500.00	1,199,171.00
Goal 4	1,131,456.00	1,550,247.00	663,600.00	1,131,456.00	1,610,000.00	3,405,056.00
Goal 5					0.00	

\* Totals based on expenditure amounts in goal and annual update sections.

## LCAP Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

### Limited to Unduplicated Student Group(s)

#### Goal 2

<p>Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students. Partner with Alcorn/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.</p> <p><b>Students Served:</b> English Learners Low Income</p> <p><b>Scope of Service:</b> Limited to Unduplicated Student</p> <p><b>Locations:</b> All Schools</p>	At Risk	1000-1999: Certificated Personnel Salaries	\$410,000
	Base	5000-5999: Services And Other Operating Expenditures	\$35,000
	At Risk	1000-1999: Certificated Personnel Salaries	\$285,000
	Base	3000-3999: Employee Benefits	\$275,000
	Base	5000-5999: Services And Other Operating Expenditures	12,000
	At Risk	2000-2999: Classified Personnel Salaries	120,000
	Base	5000-5999: Services And Other Operating Expenditures	14,000
	Base	4000-4999: Books And Supplies	10,000
	Base	1000-1999: Certificated Personnel Salaries	10,000

#### Goal 3

Actions/Services	Source	Budget Reference	Amount
<p>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.</p> <p>Dedicate a member of the (IST) Instructional Support Team to work with the teachers that have a high population of EL students, including newcomer and long-term EL students. (Budget reflected under Goal 1.1)</p>	Title III	5000-5999: Services And Other Operating Expenditures	15,000
	Title III	4000-4999: Books And Supplies	10,000
	Title III	1000-1999: Certificated Personnel Salaries	10,000

<p>Provide targeted professional development opportunities for teachers assigned to ELD, SDAIE and courses with a high number of LTEL and RFEP students. (Budget reflected under Goal 1.1)</p> <p>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.</p> <p>Purchase materials that support the language acquisition and content learning for ELs.</p> <p><b>Students Served:</b> English Learners</p> <p><b>Scope of Service:</b> Limited to Unduplicated Student</p> <p><b>Locations:</b> All Schools</p>	
<p>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.</p> <p><b>Students Served:</b> English Learners</p> <p><b>Scope of Service:</b> Limited to Unduplicated Student</p> <p><b>Locations:</b> All Schools</p>	<p>Base 1000-1999: Certificated Personnel Salaries 130,000</p> <p>Base 3000-3999: Employee Benefits \$50,000</p> <p>Title III 4000-4999: Books And Supplies 10,000</p>
<p>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.</p> <p>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.</p>	<p>At Risk 4000-4999: Books And Supplies \$10,000</p> <p>Title III 5000-5999: Services And Other Operating Expenditures \$15,000</p> <p>Base 2000-2999: Classified Personnel Salaries 130,000</p> <p>Base 3000-3999: Employee Benefits 85,000</p>

<p><b>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.</b></p> <p><b>Summer School Mental Health Support services will be provided for EL students.</b></p> <p><b>Newcomer students will work with one dedicated guidance counselor at MVHS.</b></p> <p><b>Students Served:</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Service:</b> Limited to Unduplicated Student</p> <p><b>Locations:</b> All Schools</p>	<p>Other</p> <p>2000-2999: Classified Personnel Salaries 2,500</p> <p>Base</p> <p>1000-1999: Certificated Personnel Salaries 35,000</p>
<p><b>Continue to celebrate the academic achievement of Latino students, especially EL's through events sponsored by the ELD department and Latino community outreach groups.</b></p> <p><b>Students Served:</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Service:</b> Limited to Unduplicated Student</p> <p><b>Locations:</b> All Schools</p>	<p>At Risk</p> <p>4000-4999: Books And Supplies \$25,000</p>
<p><b>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.</b></p> <p><b>Students Served:</b> English Learners Foster Youth Low Income</p>	

<b>Scope of Service:</b> Limited to Unduplicated Student <b>Locations:</b> All Schools	
<b>Monitor the performance and needs of Ever ELs, including Newcomers, LTELs and RFEP students.</b> <b>Students Served:</b> English Learners <b>Scope of Service:</b> Limited to Unduplicated Student <b>Locations:</b> All Schools	Title III 5000-5999: Services And Other Operating Expenditures 10,000
<b>Evaluate EL Program and EL Master Plan.</b> <b>Students Served:</b> English Learners <b>Scope of Service:</b> Limited to Unduplicated Student <b>Locations:</b> All Schools	Title III 5000-5999: Services And Other Operating Expenditures 5,000

# 2019-20 Local Control Accountability Plan and Annual Update (LCAP)

## Actions and Services Summary for Mountain View-Los Altos Union High School District

### 2019-20 Planned Services

Goal 1						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
1	1	1	Compensation for work outside the school day and for substitutes (CI & Learningpalooza)	1000-1999: Certificated Personnel Salaries	Base	\$100,000
1	1	4	3.0 FTE, IST team salaries	1000-1999: Certificated Personnel Salaries	Base	485,000
1	1	5	Cost of Benefits for IST & Extra Hours	3000-3999: Employee Benefits	Base	180,000
1	1	6	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	Base	\$40,000
1	1	7	Instructional and Training Materials	4000-4999: Books And Supplies	Base	10,000
1	2	1	Chromebooks to refresh current inventory and accommodate student growth	4000-4999: Books And Supplies	Base	\$250,000
1	3	1	Training or consultation costs	5000-5999: Services And Other Operating Expenditures	Base	5,000
1	4	1	Reservation of 2 slots in County-run alternative programs	7000-7439: Other Outgo	Base	\$20,000

Goal 1						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
1	5	1	Student Services Coordinator Salaries and Benefits Vendor Contracts	1000-1999: Certificated Personnel Salaries	Base	405,000
1	5	2	Cost of Benefits	3000-3999: Employee Benefits	Base	120,000
1	5	3	Tier I Interventions at Sites	5000-5999: Services And Other Operating Expenditures	Base	25,000
1	6	1	Curriculum and Training	5000-5999: Services And Other Operating Expenditures	Base	20,000
1	7	1	Materials and Supplies	4000-4999: Books And Supplies	CTEIG	180,000
1	7	2	Professional Development Costs; consultants, training	5000-5999: Services And Other Operating Expenditures	CTEIG	20,000
1	7	3	Capital Outlay	6000-6999: Capital Outlay	CTEIG	35,000

## 2019-20 Planned Services

Goal 2						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
2	1	1	Support Latino Awards assemblies and Latino Summit - budget reflected under Goal 3.4			0
2	2	1	1.0 FTE, Math Coach, a member of the Instructional Support Team (IST)	1000-1999: Certificated Personnel Salaries	Base	\$140,000

Goal 2						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
2	2	2	Cost of employee benefits	3000-3999: Employee Benefits	Base	\$55,000
2	2	3	Math teachers attending conferences and workshops sponsored by professional organizations	5000-5999: Services And Other Operating Expenditures	Low Performing Student Grant (LPSG)	\$10,000
2	3	1	3.0 FTE, Staffing cost associated with ten sections of Enhanced/Skills classes and Elevate teachers	1000-1999: Certificated Personnel Salaries	At Risk	\$410,000
2	3	2	Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geom & Alg II Boot Camp	5000-5999: Services And Other Operating Expenditures	Base	\$35,000
2	3	3	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	At Risk	\$285,000
2	3	4	Cost of benefits for teachers and IAs	3000-3999: Employee Benefits	Base	\$275,000
2	3	5	IXL Online Subscription	5000-5999: Services And Other Operating Expenditures	Base	12,000
2	3	6	Instructional Associates	2000-2999: Classified Personnel Salaries	At Risk	120,000
2	3	7	Data Zone warehouse	5000-5999: Services And Other Operating Expenditures	Base	14,000
2	3	8	Instructional Materials and Curriculum for intervention courses	4000-4999: Books And Supplies	Base	10,000
2	3	9	Collaboration time for Intervention Teachers	1000-1999: Certificated Personnel Salaries	Base	10,000
2	4	1	3.2 FTE, Additional staff to reduce class size in Algebra I & II	1000-1999: Certificated Personnel Salaries	Base	411,100



Goal 2						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
2	4	2	Cost of benefits	3000-3999: Employee Benefits	Base	133,850
2	5	1	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	Low Performing Student Grant (LPSG)	\$3,000
2	5	2	Food and meeting supplies	4000-4999: Books And Supplies	Base	\$5,000
2	5	3	Cost of travel, reflected in sub costs			0
2	5	4	Math Placement Exam	5000-5999: Services And Other Operating Expenditures	Base	3,000
2	6	1	No costs associated with this action.			

## 2019-20 Planned Services

Goal 3						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
3	1	1	Professional Development Costs	5000-5999: Services And Other Operating Expenditures	Title II	15,000
3	1	2	Books, Instructional Materials	4000-4999: Books And Supplies	Base	10,000
3	1	3	Collaboration Time	1000-1999: Certificated Personnel Salaries	Title II	10,000

Goal 3						
2019-20 Planned Services						
Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
3	2	1	1.0 FTE, 5 sections of classes designed especially to help ELLs access content classes required for graduation	1000-1999: Certificated Personnel Salaries	Base	130,000
3	2	2	Cost of benefits	3000-3999: Employee Benefits	Base	\$50,000
3	2	3	Textbooks, instructional materials for new courses	4000-4999: Books And Supplies	Title III	10,000
3	3	1	Materials and supplies needed to host community events	4000-4999: Books And Supplies	At Risk	\$10,000
3	3	2	Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hour weekly seminars	5000-5999: Services And Other Operating Expenditures	Title III	\$15,000
3	3	3	2.0 FTE Parent/Community Outreach Coordinator	2000-2999: Classified Personnel Salaries	Base	130,000
3	3	4	Benefits	3000-3999: Employee Benefits	Base	85,000
3	3	5	Summer School Mental Health Support for ELD students	2000-2999: Classified Personnel Salaries	Other	2,500
3	3	6	.2 Counselor (ELD)	1000-1999: Certificated Personnel Salaries	Base	35,000
3	4	1	Materials and supplies needed to host student recognition events, e.g. Latino Awards celebrations & Latino Summit	4000-4999: Books And Supplies	At Risk	\$25,000
3	5	1	Costs reflected under Goal 3.3.			
3	6	1	Software Licensing - EL Monitoring System	5000-5999: Services And Other Operating Expenditures	Title III	10,000
3	7	1	Consultant to review EL Program (master plan, PD, monitoring)	5000-5999: Services And Other Operating Expenditures	At Risk	5,000

## 2019-20 Planned Services

## Goal 4

### 2019-20 Planned Services

Goal	Action	Expenditure	Expenditure	Budget Reference	Funding Source	Amount
4	1	1	Costs are embedded in Prof Dev & support provided to teachers through IST (Goal 1.1)			
4	2	1	2.0 FTE Mental Health Therapists	1000-1999: Certificated Personnel Salaries	Other	\$275,000
4	2	2	.4 FTE, AVO	1000-1999: Certificated Personnel Salaries	Base	\$50,000
4	2	3	Cost of benefits	3000-3999: Employee Benefits	Base	\$190,000
4	2	4	Community Resources Coordinator at AVO/AVHS	2000-2999: Classified Personnel Salaries	Title I	100,000
4	3	1	Co-Teaching Salaries	1000-1999: Certificated Personnel Salaries	Base	\$650,000
4	3	2	Collaboration time for teachers/training for co-teaching, Budget reflected in Goal 1.1			0
4	3	3	Cost of benefits	3000-3999: Employee Benefits	Base	\$260,000
4	4	1	No new cost associated with this action.			
4	5	1	0.4 FTE	1000-1999: Certificated Personnel Salaries	Base	\$60,000
4	5	2	Cost of benefits	3000-3999: Employee Benefits	Base	25,000

## 2019-20 Planned Services

## Goal 5

## 2019-20 Planned Services

Goal 6

## 2019-20 Planned Services

Goal 7

## 2019-20 Planned Services

Goal 8

## 2019-20 Planned Services

Goal 9

## 2019-20 Planned Services

Goal 10