Introduction:

The Mountain View Los Altos High School District is a comprehensive public high school district (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. MVLA consists of two high schools, a continuation high school and a number of alternative programs. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills and Mountain View as well as low-income housing sections of Mountain View. Newsweek ranked LAHS and MVHS among the top 1% of high schools nationwide. Enrollment of 4,000+ students in the district includes 45% Caucasian, 28% Hispanic-Latino, 24% Asian and 4% Other (October 2015, CBEDS Day). All three of our schools are accredited by the Western Association of Schools and Colleges (WASC) and typically receive full six year accreditations.

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

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

LEA: Mountain View-Los Altos Union High

Contact: Jeff Harding, Superintendent, jeff.harding@mvla.net, (650)940-4650

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled)

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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP

The district and the board regularly review student outcome data. In December of each year, each high school presents a detailed performance report to the Board of Trustees with disaggregated data on fifteen board-adopted ***Indicators of Student Success*****. T**he principals and the Associate Superintendent meet with various stakeholder groups over the course of the year to report student progress, and to gather input relative to the district's 'Continuous Improvement' effort, which informs the Local Control and Accountability Plan.

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

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

AVHS Full Staff meeting – 19 attendees: Consensus was that our work is not yet done, therefore there was interest in continuing most of our goals from last year and only add new goals if they emerge from studying our outcome data.

DTA/CSEA – 2 attendees, plus feedback received via email: A request was brought forward to have the LCAP address the needs of all students, hence goal #1 was added. There was also interest expressed to see our special ed programs strengthened.

ELAC/DELAC – 15 attendees: The group voiced strong support for making the performance of our English Learners a priority and improve parent engagement, and student motivation.

PTSA – MVHS – 31 attendees: Strong support for retaining a goal in Math and EL, and to strengthen the actions under our wellness goal.

PTSA – LAHS – 17 attendees: Request to make our curriculum more accessible to the average student; to reduce stress, yet maintain rigor and emphasis on academics.

LUCHA (LAHS Latino Parents) – 23 attendees: Parents are concerned about student stress and are asking the school to help their children find balance in their lives.

LSU (LAHS Latino Student Union) – 25 attendees: Students suggested that more Latino teachers be hired to serve as role models for students.

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. Outcome data from last year's LCAP is provided as an attachment to this report.

El Cafecito (MVHS Latino Parents) – 7 attendees: Reviewed goals and actions, and the group agreed they are in line with their current needs.	
Annual Update: This year the district held 9 LCAP input meetings, both at the district and at our three school sites, with a total of 147 people in attendance. Students, parents, staff and community members engaged in dialog on what our schools need to do to ensure that all students are successful and leave our schools prepared to pursue their post-secondary goals, be they college or career. All stakeholders were given the opportunity to look at outcome data and compare actual performance to the achievement targets we set last year. The district has a long standing record of gathering and analyzing performance data and using the results to make programmatic changes in order to enhance opportunities for all students to find success and to improve academically. We also make every effort at aligning our goals and outcome targets among the various plans that are required, e.g, SPSA, LEAPlan, WASC Plans, LCAP, etc. This means that efforts behind each one of these plans are directed at the same outcome goals—a way to harness and direct energy, efforts and resources to areas with the greatest needs.	**Annual Update:** Input gathered from stakeholders, including input provided by staff and parents via email was categorized to fit under the five major goals that the district has chosen to focus on in the next three years. The question posed at each stakeholder meeting was: ***"What specific actions do you feel would accelerate the achievement of our five goals"? and "Are there any new goals that you would like to see included in the LCAP for the next three years"?*** **1. Improve performance of all students in Math** • Keep Tutorial Center and Library open for longer hours so students can stay after school to do their homework • Allow for more retakes/revisions in mathematics • Allow students to take their tests home so that they can learn from their mistakes • Provide more opportunities for acceleration vs. remediation • Tutorial help should be available for students 24:7 **2. Improve performance of English Learners on all board-adopted indicators of student success, with special emphasis on improving graduation rates for ELLs** • Offer summer courses that enhance skills in reading, math, daily living skills, and offer fun activities within each course to motivate students to want to enroll • Support class for Chemistry • Improve recruitment strategies to attract students to want to participate in clubs and sports • More AVID classes, or programs similar to AVID • Parent engagement training focused on creating a "college-going" culture **3. Improve a-g completion for targeted subgroups and change the culture so that students understand that "there is a college for everyone"** • More outreach to parents and students to educate them on the importance of a-g completion

- More opportunities for students to visit local businesses and high tech companies to see what career opportunities are available in our valley

4. Increase access to and success in AP classes for all students, but with special emphasis on targeted subgroups

- Start in 9th grade to help students learn the importance of taking AP and help students understand and believe that AP is for everyone, not just White and Asian students
- Start an AP Club on campus for aspiring and current AP students

5. **Improve student/staff wellness and reduce stress**

- Actively seek Wellness input from students, similar to how input was gathered for the Homework study
- Offer more honors classes for students who do not want the additional stress of being in too many AP classes
- Consider offering a regular Physics class for students who are not going to be science majors in college, but love physics
- More ‘Mindfullness’ and ‘Growth Mindset’ training for staff and the integration of mindfulness throughout the curriculum
- Infuse study-skills into advisory or at least make it available to all freshmen
- Teach students the importance of self-advocacy
- Help students understand the rigor of AP classes and the importance of balance in their lives as a means to help them make better choices
- Elevate the rigor of college prep classes to better prepare students for honors and AP
- A school-wide coordinated schedule for major assignments, tests and homework
- Consider starting school later as a means to ensure that students get enough sleep
- Informercials for students regarding stress, elective options, general information about school, time management, colleges
- How do we find the “invisible” kid and engage them in school, both academically and socially

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	1. All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers, in 21st Century Classrooms, in safe, clean, ergonomically correct, and welcoming facilities.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 X 6 _7 X 8 Local: N/A

Identified Need:	Preparing all teachers 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 on Board-adopted Indicators of Student Success demonstrate the need for improvement in certain areas and for certain populations. See attached Student Performance Reports.	
Goal Applies to:	**Schools:**	All schools in the district Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	100% of teachers will be fully credentialed and assigned to teach in areas of their specialization. 100% of teachers will participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD. Instruction will focus on: • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Proficient use of technology Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes. Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback. The results of the district's pilot program on the use of ergonomically correct classroom furniture will be used to determine next steps.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Professional Development • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 187th Day • Professional Improvement Grants	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel Salaries $100,000 - Compensation for work outside the school day and for substitutes $200,000 - Cost of a 187th Day in the school

			calendar $350,000 - Professional Practice Fund $600,000 - IST Team Salaries and Benefits: Tim Farrell, Joy Hellman, Teri Faught 3000-3999: Employee Benefits $312,500 5000-5999: Conference Attendance and Travel Cost $100,000 - Costs associated with staff attending workshops and conferences hosted by professional organizations

1.2 Furniture Pilot Outfit classrooms with ergonomically appropriate furniture.	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $100,000 for classroom chairs, desks and other related furniture and equipment
1.3 Internet Access to SED families in MV Contract with Comcast to provide Internet Access to SED families in MV at $10/month covered by the district.	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Contracted Services $25,000 - Contract with Comcast to provide Internet Access to low income families.
1.4 Annual Chromebook Refreshment	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $140,000 - Chromebooks to refresh current inventory and accommodate student growth
LCAP Year 2			

Expected Annual Measurable Outcomes:	100% of teachers will be fully credentialed and assigned to teach in areas of their specialization. 100% of teachers will participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD. Instruction will focus on: • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Proficient use of technology Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes. Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback. The results of the district's pilot program on the use of ergonomically correct classroom furniture will be used to determine next steps.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Professional Development • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 187th Day • Professional Improvement Grants	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel Salaries $100,000 - Compensation for work outside the school day and for substitutes $200,000 - Cost of a 187th Day in the school

			calendar $350,000 - Professional Practice Fund $600,000 - IST Team Salaries and Benefits: Tim Farrell, Joy Hellman, Teri Faught 3000-3999: Employee Benefits $312,500 5000-5999: Conference Attendance and Travel Cost $100,000 - Costs associated with staff attending workshops and conferences hosted by professional organizations

1.2 Furniture Pilot Outfit classrooms with ergonomically appropriate furniture.	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $100,000 for classroom chairs, desks and other related furniture and equipment
1.3 Internet Access to SED families in MV Contract with Comcast to provide Internet Access to SED families in MV at $10/month covered by the district.	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Contracted Services $25,000 - Contract with Comcast to provide Internet Access to low income families.
1.4 Annual Chromebook Refreshment	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $140,000 - Chromebooks to refresh current inventory and accommodate student growth
LCAP Year 3			

Expected Annual Measurable Outcomes:	100% of teachers will be fully credentialed and assigned to teach in areas of their specialization. 100% of teachers will participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD. Instruction will focus on: • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Proficient use of technology Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes. Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback. The results of the district's pilot program on the use of ergonomically correct classroom furniture will be used to determine next steps.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Professional Development • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 187th Day • Professional Improvement Grants	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel Salaries $100,000 - Compensation for work outside the school day and for substitutes $200,000 - Cost of a 187th Day in the school

			calendar $350,000 - Professional Practice Fund $600,000 - IST Team Salaries and Benefits: Tim Farrell, Joy Hellman, Teri Faught 3000-3999: Employee Benefits $312,500 5000-5999: Conference Attendance and Travel Cost $100,000 - Costs associated with staff attending workshops and conferences hosted by professional organizations

1.2 Furniture Pilot Outfit classrooms with ergonomically appropriate furniture.	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $100,000 for classroom chairs, desks and other related furniture and equipment
1.3 Internet Access to SED families in MV Contract with Comcast to provide Internet Access to SED families in MV at $10/month covered by the district.	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Contracted Services $25,000 - Contract with Comcast to provide Internet Access to low income families.
1.4 Annual Chromebook Refreshment	All schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $140,000 - Chromebooks to refresh current inventory and accommodate student growth

GOAL:	2. Improve the performance of ALL students in math (Algebra I and II and Geometry) with the specific goal of increasing the rate of students who complete Algebra II with a C or better by the time they complete their senior year to 90%.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 _8 Local: N/A

Identified Need:	Currently, 76% of MVLA high school graduates complete Algebra II with a C or better. For Latino students the rate is 47%.	
Goal Applies to:	**Schools:**	All Schools Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	Students will experience teaching and learning that is based on best practices in the field. Teachers will be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices. Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four. District-wide, student performance is expected to continue to improve as measured by the new SBAC assessment. The % of students completing Alg II with a C or better is expected to rise every year. By 2018-19, 90% of all students are expected to reach this goal. Grades are going to improve in all math classes, reported by course GPA. The number of Ds and Fs earned in Algebra I and II are going to be reduced.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

2.1 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Services And Other Operating Expenditures $20,000 to support Latino Awards Assemblies and Latino Summit
2.2 Professional Development: • Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district's math coach • IST coach develops model lessons and SBAC-related practice items and makes these available through a 'math blog'. • IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials IST coach in partnership with teachers across our district and math coaches from our feeder districts, develops and implements common finals in algebra and geometry, given to all 8th graders and all high school students enrolled in these classes	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Per sonnel Salaries $150,000 Math Coach, a member of the Instructional Support Team (IST) provides strategic support to teachers and coaches them on best practices to help students develop the depth of knowledge required under the Common Core. 3000-3999: Employee

			Benefits $37,500 5000-5999: Services and other Operating Expenditures $50,000 - Math Teachers attending Conferences and Workshops sponsored by professional organizations
2.3 Pilot new textbook and the use of other online instructional resources in Algebra.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $50,000 - Houghton Mifflin Harcourt: Algebra I Textbook
2.4 Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or	1000-1999: Certificated Personnel $250,000 -

		African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Staffing cost associated with ten sections required to provide two math classes for students who are skill deficient and at risk of not passing their math class $50,000 - Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry $280,000 - At Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students 3000-3099: Employee Ben efits $145,000

2.5 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999 Certificated Personnel Salaries: $200,000 - Additional staff to keep classes at 20:1 in math 3000-3999 Employee Benefits $50,000

2.6 Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, as well as the MDTP in algebra.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $ 5,000 - Substitute Costs for teachers attending articulation meetings with Partner Districts and classroom visits across our three districts and six schools 4000-4999: Books and Supplies $5000 - Food and Meeting Supplies 5000-5999: Services and other Operations $ 2,000 - Travel
LCAP Year 2			

Expected Annual Measurable Outcomes:	Students will experience teaching and learning that is based on best practices in the field. Teachers will be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices. Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four. District-wide, student performance is expected to continue to improve as measured by the new SBAC assessment. The % of students completing Alg II with a C or better is expected to rise every year. By 2018-19, 90% of all students are expected to reach this goal. Grades are going to improve in all math classes, reported by course GPA. The number of Ds and Fs earned in Algebra I and II are going to be reduced.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Services And Other Operating Expenditures $20,000 to support Latino Awards Assemblies and Latino Summit
2.2 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'.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless	1000-1999: Certificated Per sonnel Salaries $150,000 Math

• IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials IST coach in partnership with teachers across our district and math coaches from our feeder districts, develops and implements common finals in algebra and geometry, given to all 8th graders and all high school students enrolled in these classes		_ Other	Coach, a member of the Instructional Support Team (IST) provides strategic support to teachers and coaches them on best practices to help students develop the depth of knowledge required under the Common Core. 3000-3999: Employee Benefits $37,500 5000-5999: Services and other Operating Expenditures $50,000 - Math Teachers attending Conferences and Workshops sponsored by professional organizations

2.3 Pilot new textbook and the use of other online instructional resources in Algebra.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $50,000 - Houghton Mifflin Harcourt: Algebra I Textbook
2.4 Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel $250,000 - Staffing cost associated with ten sections required to provide two math classes for students who are skill deficient and at risk of not passing their math class $50,000 - Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated

			Geometry $280,000 - At Risk Counselor assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students 3000-3099: Employee Ben efits $145,000
2.5 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999 Certificated Personnel Salaries: $200,000 - Additional staff to keep classes at 20:1 in math 3000-3999 Employee Benefits $50,000

2.6 Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, as well as the MDTP in algebra.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $ 5,000 - Substitute Costs for teachers attending articulation meetings with Partner Districts and classroom visits across our three districts and six schools 4000-4999: Books and Supplies $5000 - Food and Meeting Supplies 5000-5999: Services and other Operations $ 2,000 - Travel
LCAP Year 3			

Expected Annual Measurable Outcomes:	Students will experience teaching and learning that is based on best practices in the field. Teachers will be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices. Students will experience daily instructional practices that guide them toward proficiency of the Common Core Standards, including developing depth of knowledge at levels three and four. District-wide, student performance is expected to continue to improve as measured by the new SBAC assessment. The % of students completing Alg II with a C or better is expected to rise every year. By 2018-19, 90% of all students are expected to reach this goal. Grades are going to improve in all math classes, reported by course GPA. The number of Ds and Fs earned in Algebra I and II are going to be reduced.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Services And Other Operating Expenditures $20,000 to support Latino Awards Assemblies and Latino Summit
2.2 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'.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless	1000-1999: Certificated Per sonnel Salaries $150,000 Math Coach, a member of the

• IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials IST coach in partnership with teachers across our district and math coaches from our feeder districts, develops and implements common finals in algebra and geometry, given to all 8th graders and all high school students enrolled in these classes		_ Other	Instructional Support Team (IST) provides strategic support to teachers and coaches them on best practices to help students develop the depth of knowledge required under the Common Core. 3000-3999: Employee Benefits $37,500 5000-5999: Services and other Operating Expenditures $50,000 - Math Teachers attending Conferences and Workshops sponsored by professional organizations

2.3 Pilot new textbook and the use of other online instructional resources in Algebra.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $50,000 - Houghton Mifflin Harcourt: Algebra I Textbook
2.4 Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel $250,000 - Staffing cost associated with ten sections required to provide two math classes for students who are skill deficient and at risk of not passing their math class $50,000 - Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry $280,000 - At Risk Counselor

			assigned to monitor student performance, provide mentoring, tutoring, run a homework club and a special support class for students 3000-3099: Employee Ben efits $145,000
2.5 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.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999 Certificated Personnel Salaries: $200,000 - Additional staff to keep classes at 20:1 in math 3000-3999 Employee Benefits $50,000

2.6 Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, as well as the MDTP in algebra.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $ 5,000 - Substitute Costs for teachers attending articulation meetings with Partner Districts and classroom visits across our three districts and six schools 4000-4999: Books and Supplies $5000 - Food and Meeting Supplies 5000-5999: Services and other Operations $ 2,000 - Travel

GOAL:	3. Improve the performance of English Language Learners on all board-adopted Indicators of Student Success		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local: N/A
Identified Need:	English Language Learners are performing lower than most other subgroups on most state and local indicators; performance of ELLs has dropped on several indicators since last year. (See data tables in Appendix)		
Goal Applies to:	**Schools:**	MVHS Grades: All	
	Applicable Pupil Subgroups:	English Learners	
LCAP Year 1			

Expected Annual Measurable Outcomes:	English Language Learners will reach proficiency in English more rapidly and at greater numbers. ELLs will be more successful in their mainstream classes measured by the grades they earn, and their performance on all board adopted indicators of student success will improve steadily. ELLs will have access to academic content classes as early as possible, and they will have access to high quality support programs to accelerate the acquisition of English. SBAC testing in 2015 established new baseline data from which new annual benchmarks are developed. ELL graduation rates will increase annually. The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL proficiency in English is expected to reach 50% next year. ELL participation in AP will improve. In 2013, 15 (6%) ELLs took one or more AP classes. It is expected that at least 25% ELLs will be enrolled in at least one AP class next year. GPA for ELLs at MVHS, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 76% in 2013-14 to 85% in 2014-15. We expect to increase this percentage to 90% for the 2015-16 school year. District-wide, graduation rates for ELLs will increase from 78.9% in 2013-14 and 85.1% in 2014-15, to 87% in 2015-16, based on CDE Cohort Outcome data. The Cohort drop-out rate for English Learners will decrease from 8.4% for ELLs in 2014-15 as reported on the CDE website, to less than 6% in 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 In addition to the new text, the department will be piloting various online support programs to accelerate the acquisition of English, e.g., Actively Learn, Newsela, Membean and Duolingo.	MVHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Contracts and Services $42,000 - Contracts with Actively Learn, Newsela, Membean, and Duolingo for Learning Platforms to improve/accelerate English Language aquisition
3.2 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No costs associate with this action.

3.3 Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $20,000 - Summer School Salaries for teachers assigned to teach classes for ELLs 2000-2999: Classified Salaries $5,000 - Paraprofessional to assist teachers in summer school program for English Learners 3000-3999: Employee Benefits $6,250

3.4 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	MVHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $75,000 - 3 sections of classes designed especially to help ELLs access content classes required for graduation 3000-3999: Employee Benefits $18,750
3.5 Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed	LAHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $25,000 - 1 section of Academic Language 3000-3999: Employee Benefits $6,250

3.6 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 parents on all aspects of helping students get on, and stay on a pathway to college.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $25,000 - Materials and supplies needed to host community events $50,000 Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hr weekly seminars
3.7 Continue to celebrate the academic achievement of Latino students, especially ELLs	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $25,000 - Materials and supplies needed to host student recognition events, e.g. Latino Awards Celebrations & Latino Summit
LCAP Year 2			

Expected Annual Measurable Outcomes:	English Language Learners will reach proficiency in English more rapidly and at greater numbers. ELLs will be more successful in their mainstream classes measured by the grades they earn, and their performance on all board adopted indicators of student success will improve steadily. ELLs will have access to academic content classes as early as possible, and they will have access to high quality support programs to accelerate the acquisition of English. SBAC testing in 2015 established new baseline data from which new annual benchmarks are developed. ELL graduation rates will increase annually. The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL proficiency in English is expected to reach 50% next year. ELL participation in AP will improve. In 2013, 15 (6%) ELLs took one or more AP classes. It is expected that at least 25% ELLs will be enrolled in at least one AP class next year. GPA for ELLs at MVHS, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 76% in 2013-14 to 85% in 2014-15. We expect to increase this percentage to 90% for the 2015-16 school year. District-wide, graduation rates for ELLs will increase from 78.9% in 2013-14 and 85.1% in 2014-15, to 87% in 2015-16, based on CDE Cohort Outcome data. The Cohort drop-out rate for English Learners will decrease from 8.4% for ELLs in 2014-15 as reported on the CDE website, to less than 6% in 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 In addition to the new text, the department will be piloting various online support programs to accelerate the acquisition of English, e.g., Actively Learn, Newsela, Membean and Duolingo.	MVHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Contracts and Services $42,000 - Contracts with Actively Learn, Newsela, Membean, and Duolingo for Learning Platforms to improve/accelerate English Language aquisition
3.2 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No costs associate with this action.

3.3 Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $20,000 - Summer School Salaries for teachers assigned to teach classes for ELLs 2000-2999: Classified Salaries $5,000 - Paraprofessional to assist teachers in summer school program for English Learners 3000-3999: Employee Benefits $6,250

3.4 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	MVHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $75,000 - 3 sections of classes designed especially to help ELLs access content classes required for graduation 3000-3999: Employee Benefits $18,750
3.5 Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed	LAHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $25,000 - 1 section of Academic Language 3000-3999: Employee Benefits $6,250

3.6 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 parents on all aspects of helping students get on, and stay on a pathway to college.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $25,000 - Materials and supplies needed to host community events $50,000 Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hr weekly seminars
3.7 Continue to celebrate the academic achievement of Latino students, especially ELLs	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $25,000 - Materials and supplies needed to host student recognition events, e.g. Latino Awards Celebrations & Latino Summit
LCAP Year 3			

Expected Annual Measurable Outcomes:	English Language Learners will reach proficiency in English more rapidly and at greater numbers. ELLs will be more successful in their mainstream classes measured by the grades they earn, and their performance on all board adopted indicators of student success will improve steadily. ELLs will have access to academic content classes as early as possible, and they will have access to high quality support programs to accelerate the acquisition of English. SBAC testing in 2015 established new baseline data from which new annual benchmarks are developed. ELL graduation rates will increase annually. The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL proficiency in English is expected to reach 50% next year. ELL participation in AP will improve. In 2013, 15 (6%) ELLs took one or more AP classes. It is expected that at least 25% ELLs will be enrolled in at least one AP class next year. GPA for ELLs at MVHS, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 76% in 2013-14 to 85% in 2014-15. We expect to increase this percentage to 90% for the 2015-16 school year. District-wide, graduation rates for ELLs will increase from 78.9% in 2013-14 and 85.1% in 2014-15, to 87% in 2015-16, based on CDE Cohort Outcome data. The Cohort drop-out rate for English Learners will decrease from 8.4% for ELLs in 2014-15 as reported on the CDE website, to less than 6% in 2015-16.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 In addition to the new text, the department will be piloting various online support programs to accelerate the acquisition of English, e.g., Actively Learn, Newsela, Membean and Duolingo.	MVHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	5000-5999: Contracts and Services $42,000 - Contracts with Actively Learn, Newsela, Membean, and Duolingo for Learning Platforms to improve/accelerate English Language aquisition
3.2 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No costs associate with this action.

3.3 Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $20,000 - Summer School Salaries for teachers assigned to teach classes for ELLs 2000-2999: Classified Salaries $5,000 - Paraprofessional to assist teachers in summer school program for English Learners 3000-3999: Employee Benefits $6,250

3.4 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	MVHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $75,000 - 3 sections of classes designed especially to help ELLs access content classes required for graduation 3000-3999: Employee Benefits $18,750
3.5 Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed	LAHS Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $25,000 - 1 section of Academic Language 3000-3999: Employee Benefits $6,250

3.6 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 parents on all aspects of helping students get on, and stay on a pathway to college.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $25,000 - Materials and supplies needed to host community events $50,000 Contract with PIQE to provide 3-9 week cycles for parents to attend 2 hr weekly seminars
3.7 Continue to celebrate the academic achievement of Latino students, especially ELLs	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	4000-4999: Books and Supplies $25,000 - Materials and supplies needed to host student recognition events, e.g. Latino Awards Celebrations & Latino Summit

GOAL:	4. Achieve a better balance between striving for the highest possible academic achievement and mental and physical health and well-being by learning to manage stress and by making meaningful decisions that address personal and individual needs, goals and interests.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 X 7 X 8 Local: N/A

Identified Need:	• There is a general sense that students experience high levels of stress. • Embracing and managing stress and teaching coping skills are virtually absent from our curriculum. • Certain student groups, Latino students in particular, participate in the life of the school at a much lower rate than other students • The need for mental health services has escalated dramatically over the last few years The number of students who exhibit school avoidance characteristic has increased dramatically	
Goal Applies to:	**Schools:**	All Schools Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	Decrease the number of students with excessive absences and reduce the rate of absences for students who have been identified as school phobic. Feedback from students, staff and parents will show a reduction in stress that students report to be experiencing. Participation of Latino students in co-and extra-curricular activities will increase. District Clinical Therapists will manage students with legitimate mental health needs. Cohort graduation and dropout rates as reported on the CDE website will change as follows: Cohort graduation rate will increase from 95.1% in 2014-15, to 97% in 2015-16. Cohort dropout rate will decrease from 3.3% reported on the CDE website for 2014-15 to 3% or less in 2015-16. Suspension rates will drop from 1.6% 2014-15 to less than 1.5% in 2015-16. Expulsion rates will remain at zero percent.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 District implements the new Homework Policy and monitors the consistent application of the provisions established in the accompanying Administrative Regulations.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step
4.2 School sites continue to engage their stakeholders in gathering input and feedback in an effort to determine the origin of stress and measuring our success in mitigating the impact that stress has on the mental and physical health of students and staff.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step
4.3 Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance to our rigorous and competitive academic culture.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Extra Pay for Extra Duty $5,000 2000-2999: Salaries for Coaches $20,000 3000-3999: Employee Benefits $6,250

4.4 Provide opportunities for students to learn appropriate ways to handle and manage stress by infusing Mindfulness activities and strategies into the curriculum, and expanding the curriculum to include a positive Psychology class.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $25,000 - Costs associated with teacher training 3000-3999: Employee Benefits $6,250 5000-5999: Services and other Operating Expenditures $20,000 Contracted Services to provide Mindfullness training and training on Growth Mindset
4.5 Continue to increase Mental Health Services on our campuses, improve compensation for Therapists, and create a functional organizational structure that ensures a more efficient delivery of services.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999/2000-2999: Certificated and Classified Salaries $1,000,000 - for new and continuing positions to support Wellness and Mental Health

			1.0 Coordinator of Clinical Services 2.0 Student Services Coordinator 5.0 Licensed Therapists 1.0 Community Services Coordinator 3000-3999: Employee Benefits $250,000 5000-5999: Services and other Operating Expenditures $ 45,000 CHAC Contract for Intern Therapists

4.6 Continue the work of the Wellness Committees on each campus to monitor and guide the district in improving student and staff wellness.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step

LCAP Year 2

Expected Annual Measurable Outcomes:	Decrease the number of students with excessive absences and reduce the rate of absences for students who have been identified as school phobic. Feedback from students, staff and parents will show a reduction in stress that students report to be experiencing. Participation of Latino students in co-and extra-curricular activities will increase. District Clinical Therapists will manage students with legitimate mental health needs. Cohort graduation and dropout rates as reported on the CDE website will change as follows: Cohort graduation rate will increase from 95.1% in 2014-15, to 97% in 2015-16. Cohort dropout rate will decrease from 3.3% reported on the CDE website for 2014-15 to 3% or less in 2015-16. Suspension rates will drop from 1.6% 2014-15 to less than 1.5% in 2015-16. Expulsion rates will remain at zero percent.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.1 District implements the new Homework Policy and monitors the consistent application of the provisions established in the accompanying Administrative Regulations.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step
4.2 School sites continue to engage their stakeholders in gathering input and feedback in an effort to determine the origin of stress and measuring our success in mitigating the impact that stress has on the mental and physical health of students and staff.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step
4.3 Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance to our rigorous and competitive academic culture.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Extra Pay for Extra Duty $5,000 2000-2999: Salaries for Coaches $20,000 3000-3999: Employee Benefits $6,250

4.4 Provide opportunities for students to learn appropriate ways to handle and manage stress by infusing Mindfulness activities and strategies into the curriculum, and expanding the curriculum to include a positive Psychology class.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $25,000 - Costs associated with teacher training 3000-3999: Employee Benefits $6,250 5000-5999: Services and other Operating Expenditures $20,000 Contracted Services to provide Mindfullness training and training on Growth Mindset
4.5 Continue to increase Mental Health Services on our campuses, improve compensation for Therapists, and create a functional organizational structure that ensures a more efficient delivery of services.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999/2000-2999: Certificated and Classified Salaries $1,000,000 - for new and continuing positions to support Wellness and Mental Health

			1.0 Coordinator of Clinical Services 2.0 Student Services Coordinator 5.0 Licensed Therapists 1.0 Community Services Coordinator 3000-3999: Employee Benefits $250,000 5000-5999: Services and other Operating Expenditures $ 45,000 CHAC Contract for Intern Therapists

4.6 Continue the work of the Wellness Committees on each campus to monitor and guide the district in improving student and staff wellness.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step

LCAP Year 3

Expected Annual Measurable Outcomes:	Decrease the number of students with excessive absences and reduce the rate of absences for students who have been identified as school phobic. Feedback from students, staff and parents will show a reduction in stress that students report to be experiencing. Participation of Latino students in co-and extra-curricular activities will increase. District Clinical Therapists will manage students with legitimate mental health needs. Cohort graduation and dropout rates as reported on the CDE website will change as follows: Cohort graduation rate will increase from 95.1% in 2014-15, to 97% in 2015-16. Cohort dropout rate will decrease from 3.3% reported on the CDE website for 2014-15 to 3% or less in 2015-16. Suspension rates will drop from 1.6% 2014-15 to less than 1.5% in 2015-16. Expulsion rates will remain at zero percent.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

4.1 District implements the new Homework Policy and monitors the consistent application of the provisions established in the accompanying Administrative Regulations.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step
4.2 School sites continue to engage their stakeholders in gathering input and feedback in an effort to determine the origin of stress and measuring our success in mitigating the impact that stress has on the mental and physical health of students and staff.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step
4.3 Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance to our rigorous and competitive academic culture.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Extra Pay for Extra Duty $5,000 2000-2999: Salaries for Coaches $20,000 3000-3999: Employee Benefits $6,250

4.4 Provide opportunities for students to learn appropriate ways to handle and manage stress by infusing Mindfulness activities and strategies into the curriculum, and expanding the curriculum to include a positive Psychology class.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $25,000 - Costs associated with teacher training 3000-3999: Employee Benefits $6,250 5000-5999: Services and other Operating Expenditures $20,000 Contracted Services to provide Mindfullness training and training on Growth Mindset
4.5 Continue to increase Mental Health Services on our campuses, improve compensation for Therapists, and create a functional organizational structure that ensures a more efficient delivery of services.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	1000-1999/2000-2999: Certificated and Classified Salaries $1,000,000 - for new and continuing positions to support Wellness and Mental Health

			1.0 Coordinator of Clinical Services 2.0 Student Services Coordinator 5.0 Licensed Therapists 1.0 Community Services Coordinator 3000-3999: Employee Benefits $250,000 5000-5999: Services and other Operating Expenditures $ 45,000 CHAC Contract for Intern Therapists

4.6 Continue the work of the Wellness Committees on each campus to monitor and guide the district in improving student and staff wellness.	All Schools Grades: All	X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost associated with this action step

GOAL:	5. A change in the service delivery model in Special Education will improve students' academic performance, reduce legal costs and unilateral placement in RTCs and NPSs, and increase student placement in the Least Restrictive Environment.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 _8 Local: N/A

Identified Need:	• The district did not meet the LRE standard for high schools • A comprehensive audit of Special Education has revealed a number of areas for growth which will be addressed through Actions associated with this goal • Legal costs and settlement expenses have escalated dramatically over the last few years • The district does not have a self-contained SDC classes for students with severe mental or behavioral challenges	
Goal Applies to:	**Schools:**	All Schools Grades: All
	Applicable Pupil Subgroups:	Students with Disabilities

LCAP Year 1

Expected Annual Measurable Outcomes:	Academic performance for Special Ed students will improve on all board-adopted Indicators of Student Success. Legal costs and settlement payments will decrease. A new self-contained Behavior Program will be developed. Co-teaching will be piloted in a limited number of courses. There will be an improved structure in place for the identification and assignment of students in need of therapeutic services, and monitoring of the efficacy of services provided by licensed therapists and the impact these services have on student learning and wellbeing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

5.1 Implement a Behavior Support Program at LAHS	Los Altos High School Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel Salaries $300,000 2000-2999: Classified Salaries $150,000 - Paraprofessionals 3000-3999: Employee Benefits $112,500

5.2 Reduce the number of SDC classes and students enrolled in these classes, and increase collaboration between regular ed and special ed teachers and staff, e.g. pilot co-teaching model.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $200,000 - Salaries $25,000 - Collaboartion time for teachers/training for co-teaching 3000-3999: Employee Benefits $56,250
5.3 Increase the amount of support Special Ed teachers receive from the IST Team in aligning their curriculum and instructional practices to the Common Core.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No new cost associated with this Action.
5.4 Conduct a satisfaction survey to determine student/parent perception of the quality of services provided for the purpose of illuminating areas where improvement is needed.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No extra cost associated with this Action.

5.5 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No extra cost associated with this Action.

LCAP Year 2

Expected Annual Measurable Outcomes:	Academic performance for Special Ed students will improve on all board-adopted Indicators of Student Success. Legal costs and settlement payments will decrease. A new self-contained Behavior Program will be developed. Co-teaching will be piloted in a limited number of courses. There will be an improved structure in place for the identification and assignment of students in need of therapeutic services, and monitoring of the efficacy of services provided by licensed therapists and the impact these services have on student learning and wellbeing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

5.1 Implement a Behavior Support Program at LAHS	Los Altos High School Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel Salaries $300,000 2000-2999: Classified Salaries $150,000 - Paraprofessionals 3000-3999: Employee Benefits $112,500

5.2 Reduce the number of SDC classes and students enrolled in these classes, and increase collaboration between regular ed and special ed teachers and staff, e.g. pilot co-teaching model.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $200,000 - Salaries $25,000 - Collaboartion time for teachers/training for co-teaching 3000-3999: Employee Benefits $56,250
5.3 Increase the amount of support Special Ed teachers receive from the IST Team in aligning their curriculum and instructional practices to the Common Core.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No new cost associated with this Action.
5.4 Conduct a satisfaction survey to determine student/parent perception of the quality of services provided for the purpose of illuminating areas where improvement is needed.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No extra cost associated with this Action.

5.5 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No extra cost associated with this Action.

LCAP Year 3

Expected Annual Measurable Outcomes:	Academic performance for Special Ed students will improve on all board-adopted Indicators of Student Success. Legal costs and settlement payments will decrease. A new self-contained Behavior Program will be developed. Co-teaching will be piloted in a limited number of courses. There will be an improved structure in place for the identification and assignment of students in need of therapeutic services, and monitoring of the efficacy of services provided by licensed therapists and the impact these services have on student learning and wellbeing.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

5.1 Implement a Behavior Support Program at LAHS	Los Altos High School Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Personnel Salaries $300,000 2000-2999: Classified Salaries $150,000 - Paraprofessionals 3000-3999: Employee Benefits $112,500

5.2 Reduce the number of SDC classes and students enrolled in these classes, and increase collaboration between regular ed and special ed teachers and staff, e.g. pilot co-teaching model.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	1000-1999: Certificated Salaries $200,000 - Salaries $25,000 - Collaboartion time for teachers/training for co-teaching 3000-3999: Employee Benefits $56,250
5.3 Increase the amount of support Special Ed teachers receive from the IST Team in aligning their curriculum and instructional practices to the Common Core.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No new cost associated with this Action.
5.4 Conduct a satisfaction survey to determine student/parent perception of the quality of services provided for the purpose of illuminating areas where improvement is needed.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No extra cost associated with this Action.

5.5 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.	All Schools Grades: All	_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	No extra cost associated with this Action.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code 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 schoolsites 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?

Original Goal from prior year LCAP:	1. Improve the performance of all students in Algebra I, Geometry and Algebra II and increase completion rate of Algebra II with a ‘C’ or better.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All schools Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	A steadily increasing number of students will find success in Algebra I, Geometry and Algebra II. This will manifest itself in the grades they earn, the level of preparedness they report going into the next level of math, and the completion rates for Algebra II with a 'C' or better. 2015 SBAC test results in math will set new baseline data, from which annual growth will be determined.	Actual Annual Measurable Outcomes:	Expected District-Wide Growth by the end of 2014-15 School Year **Alg II/IIH C or better** **Expected** **Actual** All: 80% 76% Latino: 60% 47% ELL: 20% 8% SpEd: 75% 48% SED: 50% 46%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
1.1. Recognize student achievement at events throughout the year, e.g., Latino Summit, Latino Awards Assembly, Senior Awards, etc.	5000-5999: Services And Other Operating Expenditures Other $20,000 to support Latino Awards Assemblies and Latino Summit	MVHS: While many of our programs are celebrating achievement on a regular basis, this remains an area of greater need, especially in the area of Math achievement. LAHS: Several of our programs recognize student achievement throughout the year. (School-wide Latino Academic Recognition Awards Evening/The Academy Program and the Social Studies double period teachers do classroom recognition awards.) AVHS: We utilize the Accelerated Math Program (AMP) which gives immediate feedback to students. Each test that is passed by a student is celebrated in class.	4000-4999: Books and Supplies: Latino Awards Assemblies and Latino Summit: 9,839

Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.2. Encourage, incentivize and reward students for using online help, e.g. Khan Academy – set up study groups using Khan; teachers integrate online support into their lessons		Teachers introduce students to online resources available to support student learning (Khan, Engage NY) 0000: Unrestricted Other $18,000	MVHS: While we are not currently using Khan Academy, MVHS has been using other online resources this year specifically targeted for Algebra 1, Geometry and Algebra 2. In particular, the entire Mathematics department is using KUTA software and Dan Meyers videos for hands on/Common Core designed lessons. AVHS: Khan Academy is the foundation of the math homework each student is expected to do. Khan is also used in our Math Summer School classes, including ALEARN sponsored classes.		4000-4999: Books and Supplies: IXL: $4,600 Engage NY online: $8160
Scope of service:	All schools Grades: All		Scope of service:	MVHS and AVHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1. 3. Teachers at the course team level collaborate to identify best practices and employ proven intervention strategies to improve student performance	On-going professional development, funded through the District's Curriculum Institute, supports collaborative work in Course Teams and the analysis of student work. This work is intended to engender a climate of shared success. 0001-0999: Unrestricted: Locally Defined Other $50,000	MVHS: On-going work with the department as a whole, supported by IST Team. LAHS: We currently have a 9th and 10th grade homework club where classroom teachers volunteer to help students after school with their homework. Classroom teachers also staff the library after hours to provide tutoring services to students. AVHS: The math team (2 teachers and an IA) meet regularly to work on the best way to meet the varied math needs of our students.	1000-1999: Certificated Personnel Salaries: PD days for math teams: $53,021 Extended Library hours: $751

Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS and AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.4. Teachers receive training, coaching and specific and personalized feedback in the use of effective teaching practices; IST coach develops model lessons and SBAC-related practice items and makes these available through a ‘math blog’.		The district has created the IST Team, (Instructional Support Team) to provide strategic support to teachers and coaching on best practices to help students develop the depth of knowledge required under the Common Core. 1000-1999: Certificated Personnel Salaries Other $650,000	MVHS: IST team coach Carranza provides teachers with training and feedback throughout the school year. Many MVHS Mathematics teachers attended either the Palm Springs or Asilomar training in Mathematics this school year. LAHS: This year all staff members have discretionary funds that they can apply to use for training and/or to implement new teaching strategies in their classroom. Many of these grants are being used to infuse technology into the classroom. AVHS: The IST team has visited our math classroom on a number of occasions this year.		1000-1999: Certificated Personnel Salaries Other: Shelley Carranza: $120,919 3000-3999: Employee Benefits: Shelley Carranza: $18,147 5000-5999: Services and Other Operating Expenditures: Math Asilomar conference attendance: $1,065

Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1.5. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students		Staffing cost associated with ten sections required to provide two math classes for students who are skill deficient and at risk of not passing their math class 1000-1999: Certificated Personnel Salaries Other $250,000 3000-3999: Employee Benefits Other $50,000	MVHS: MVHS is currently offering support classes in Geometry, Algebra 1 Enhanced, Algebra 2 Enhanced A and B, and Math Mastery. MVHS is currently examining a restructuring of the support program to match the greater needs of the students. The district continues to offer summer school courses to meet the needs of students requiring remediation. LAHS: LAHS is maintaining its intervention programs from last year. Students with weak math skills in Algebra receive two hours of instruction daily. They are enrolled in a regular college pre Algebra class and Math Lab as support for beginning algebra. Students whose algebra skills are still too low to be successful in Algebra II have the opportunity to enroll in a regular college pre Algebra II class and an Algebra II Enhanced class as a companion course to enhance skill acquisition and support student success. AVHS: All of our classes are designed for the struggling math student since most of our students are at risk academically. Summer school is always an option for our students. The District continues to offer summer school for students who need remediation as well as for	1000-1999: Certificated Personnel Salaries: Catalyst: Dinh: $8232; Lewis: $8,575 Accelerated Geometry: Leone: $5,140 Algebra Enhanced classes: Lewis $24,290; Ignacio $41,142 3000-3999: Employee Benefits Other: Catalyst: Dinh, Danielle: $1,016; Lewis,

		Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry 1000-1999 Certificated Personnel Salaries: $50,000	acceleration.		Jennifer: $1,055 Accelerated Geometry: Leone, Marc: $642 Algebra Enhanced classes: Lewis $7,300; I gnacio $14,138 5000-5999: Services and Other Operating Expenditures: ALEARN Contract for Catalyst Program: $7400
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

1.6. Offer homework clubs, supervised by math teachers, and featuring Latino peer tutors, or Latino college tutors. Consider providing support in locations beyond the school libraries and tutorial centers, e.g., public library, Teen Center, etc.		The homework club concept is expanded to provide support that is specific to math and is available during hours and in locations that is conductive to attracting students 0000: Unrestricted Other $20,000 Tutor.com, an online 24/7 tutoring program offered by Princeton Review 0000: Unrestricted $40,000	MVHS: “Math Only” homework clubs have not been implemented at this time; but, the math department has staffed the Homework club on a daily basis this school year. This has allowed at least one math instructor to be available for tutoring support on an on-going basis. LAHS: At this time we do not have “math only” homework clubs. We currently have an instructional aide who works with math students during lunch time in the 700 building. (Most of these students are enrolled in Algebra II.) Cerficiated staff are available in the library after school hours to tutor students and help with homework. AVHS: Every Wednesday and Thursday afternoons are set aside to offer students one on one help in math or any other subject in which the students need extra support.		1000-1999: Certificated Personnel Salaries: Ly Nguyen at Teen Center: $758 Extended Library hours at LAHS Math Teacher: $751
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1. 7. Pilot a new algebra I curriculum (Eureka Math/Engage New York) with resources that are aligned to the extent possible, with what is used in our feeder middle schools. Continue to hold joint training sessions with middle school teachers and continue current articulation practices		Instructional Materials, in print and online format 0000: Unrestricted Other $100,000 for materials 0000: Unrestricted Other $20,000 for Middle School collaboration and site visits	The pilot using Engage New York has not worked out. Teachers and students were extremely frustrated and the results were poor as measured by the grades students earned in Algebra. The situation reached a crisis stage in the middle of the third quarter, and a new Algebra program is now being piloted for potential adoption for next year. Joint meetings with our parter districts are continuing and have resulted in the creation of a common Algebra final exam that all 8th and 9th grade students will take in May. The three districts have also agreed to use the MDTP as an objective placement test for incoming 9th graders.		4000-4999: Books and Supplies: Engage New York: $8160 New math pilot with HMH: $15,300.75 MDTP and printing cost for the algebra final: $294 Joint Middle School Meetings: $700 Lunch for Middle School meetings: $196
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
1. 8. 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 in class		Additional staff to keep classes at 20:1 in math. MVLA Foundation $200,000	MVHS: Class sizes continue to be at 20:1 in Algebra 1 and Geometry. Furthermore, increased staffing from the district has allowed higher level Math courses to be staffed at a lower staff/student ratio than in previous years. Due to increased staffing, students have had greater access to “doubling-up” in Mathematics and other STEM related courses. LAHS: We use CSR monies to keep 9th grade English and Math classes at 20:1. We also try to reduce the size of the support classes – usually 25:1 AVHS: Currently, average math class size is 15.		1000-1999: Certificated Personnel Salaries: Freshman Math Teachers' salary: $ 508,926 3000-3999: Employee Benefits: $158,686
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, servivces, and expenditures	Based on the data above, we have not reached our expected outcomes. Our stakeholders have asked that we keep this goal and continue to work toward achieving the expected results. Changes in actions and expenditures can be found in Section 2 of the LCAP.

Original Goal from prior year LCAP:	2. Improve the performance of English Language Learners on all board adopted indicators of student success		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All schools Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	English Language Learners will reach proficiency in English more rapidly and at greater numbers. ELLs will be more successful in their mainstream classes and the performance on all board adopted indicators of student success will improve steadily. ELLs will have access to academic content classes as early as possible, and they will have access to high quality support programs to accelerate the acquisition of English. SBAC testing in 2015 will set new baseline data from which new annual benchmarks will be developed. Measurable Outcomes: • The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL Proficiency in English increased from 43% in 2013, to 51% in 2014. • ELL participation in AP has improved. In 2013 15 ELLs took one or more AP classes; in 2014, the number has grown to 27. By the end of the 2015/16 school year the number of EL students enrolled in AP will have grown to 35. • GPA for ELL, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 70 – 76%. Expected growth for 2015-16 is to reach 80% of ELLs achieving a GPA of 2.0 or better.	Actual Annual Measurable Outcomes:	Measurable Outcomes: The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL Proficiency in English increased from 43% in 2013, to 51% in 2014. 2014-15 Performance: 45% (Performance dropped) In 2013, 15 ELLs took one or more AP classes; in 2014, the number greew to 27. Actual results: 40 (ELL participation in AP has increased) GPA for ELL, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 70 – 76% in 2013-14. Actual Results for 2014-15: 78% (Performance has improved, but target has not yet been reached)

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
2.1 A new textbook was adopted at MVHS (Edge by National Geographic), which includes a supersite and a variety of ancillary materials. In addition to the new text, the department is piloting various online support programs to accelerate the acquisition of English		License agreement with Rosetta Stone, Membean, CAHSEE Prep, and Duolingo 0001-0999: Unrestricted: Locally Defined Other $25,000	The implementation of the new textbook at MVHS has been successful. The program includes a plethora of online resources that students use on a regular basis. In addition, the department has used Membean, a vocabulary building program, Duolingo, Newsela, to build reading comprehension, and other online resources. At LAHS, long term English Learners have access to a class that supports Academic Language acquisition, especially for ELLs with IEPs.		4000-4999: Books and Supplies: Edge adoption: $1,983 License agreement with Membean, Duolingo and Newsela: $12,050 1000-1999: Certificated Personnel Salaries Other: Amy O'Hayer, 0.2 FTE: $15,221 3000-3999: Employee Benefits Other: $7,348
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS and LAHS Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.2 Pair English Learners with English-only speakers and other bi-lingual students for tutorials, peer assistance, and to practice day-to-day conversation		This goal does not require any expenditures	While this is done in classes and when possible in the tutorial center, no formal program to this effect has been established yet.		No extra costs associated with this action
Scope of service:	MVHS Grades: All		Scope of service:	MVHS Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.3 Continue to provide structured English Language support for students at AVHS		AVHS will continue to offer ELD to support English Learners $45,000 2000-2999: Classified Personnel Salaries Other $25,000 3000-3999: Employee Benefits Other $5,000	This is a work in progress. Our LEP students are given an extra period of English, along with their grade level English class, in order to work on specific language acquisition skills.		1000-1999: Certificated Personnel Salaries: Bonnie Michalek, 0.4 FTE: $43,421 3000-3999: Employee Benefits Other: $16,093
Scope of service:	AVHS Grades: All		Scope of service:	AVHS Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.4 Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer	Summer School classes, specifically designed to help ELLs to meet graduation requirements and the completion of a-g courses will be offered. ELLs are co-enrolled in regular college prep and support classes during the year at LAHS. 0001-0999: Unrestricted: Locally Defined Other $50,000	The District offers summer school for student who need remediation support/services, and to provide acceleration and credit recovery for English Learners.	Cost of ELD summer classes 1000-1999: Cerficated Personnel Salaries: Dave Campbell: $6517 2000-2999: Classified Personnel Salaries: Dayana Swank: $6174 Jade Alvarez: $3652 Guillermo Morales: $2525 3000-3999 Employee Benefits Other: Dave Campbell: $780 Dayana Swank: $731 Jade Alvarez: $756 Guillermo Morales: $522

Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.5 Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed		Offer one section of Academic Language at LAHS for Special Ed students who are also English Language Learners 1000-1999: Certificated Personnel Salaries Other $25,000 3000-3999: Employee Benefits Other $5,000	LAHS: We offer a course in Academic Language Acquisition to English Learners who are enrolled in our Special Education Program.		Cost of English Aquisition class 1000-1999 Certificated Personnel Salary: Amy O'Hare: $15,221 3000-3999: Employee Benefits Other: $7,348

Scope of service:	LAHS Grades: All		Scope of service:	LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.6 Offer more parent education workshops including topics to help parents set limits with their students and limit the use of, and support appropriate use of social media		1000-1999: Certificated Personnel Overtime $10,000 5000-5999: Services and Other Operating Expenditures $10,000 Honorarium to Speakers	With support from our Community Liaisons, our Bilingual At Risk Counselor and our very active Latino Parent Groups, there have been numerous events held over the course of the year to support parents in their parenting efforts. The feedback in this area is very positive and the array of opportunities available to parents is impressive.		2000-2999: Classified Personnel Salaries: Alma Ruelas $45,444 Maria Hoerni $59,107 1000-1999: Certificated Personnel Salaries: Joel Romo Gonzalez $45,141 Jacob Larin $48,581 3000-3999: Employee Benefits Other: Alma Ruelas $35,106 Maria Hoerni $37,936
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS Grades: All	

_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
2.7 Establish effective communication between schools and home.		$240,000 3.0 FTE Classified Salaries for Community Liaison positions	While communication between school and home is getting stronger, we need to continue to find new ways of reaching our community. This year, we have had joined meetings with parents at the middle schools; MVHS has gone back and added 'Home Visits' to its outreach program, and LAHS continues to put on an extraordinarily successful Latino Summit.		4000-4999: Books and Supplies: Refreshments & Supplies: $290 5000-5999: Mileage for home visits: $110
Scope of service:	All schools Grades: All		Scope of service:	MVHS and LAHS Grades: All	
_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Based on the data above, we have not reached our expected outcomes. Our stakeholders have asked that we keep this goal and continue to work toward achieving the expected results. Changes in actions and expenditures can be found in Section 2 of the LCAP.				

Original Goal from prior year LCAP:	3. Improve a-g completion rates for all students, in particular, Latino, ELL, SED and Special Ed students			Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	MVHS and LAHS Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students from the subgroups indicated in this goal will receive strategic support to complete their a-g classes with a C or better. Students will be engaged in high level learning and teachers will employ appropriate differentiation strategies to help these students succeed. SBAC testing in 2015 will set new baseline data by which new annual benchmarks will be developed. Expected Growth by the end of 2014-15 School Year: All 80% Latino 50% ELL 25% SED 40% Foster Youth 25% Sp Ed 35%	Actual Annual Measurable Outcomes:	Expected Growth by the end of 2014-15 School Year: **Expected: Actual:** All: 80% 75% Latino: 50% 43% ELL: 25% 5% SED: 40% 40% Foster Youth:25% 22% Sp Ed: 35% 30%	

LCAP Year: 2015-16	
Planned Actions/Services	**Actual Actions/Services**

	Budgeted Expenditures		Estimated Actual Annual Expenditures

3.1 Provide appropriate interventions to students at the first sign of failure, e.g.; require students to sign up to retake the course online; assign student to tutorial center and or homework club; enroll student in academic support classes and/or summer school; utilize Moffett Independent Study and AVHS as appropriate means to help students recover credit and improve grades.	Provide online learning platforms, e.g., Odyssey Ware Offer support classes Pay teachers for working with students outside of the school day 0001-0999: Unrestricted: Locally Defined Other $200,000 Contracts with vendors 5000-5999: Services and Other Operating Expenditures $50,000 General Fund contribution to operating the Moffett credit recovery program in the amount of $250,000	MVHS: We are currently looking at options of re-starting courses in the second semester of any given year for students that have failed the first semester of a course, especially in Mathematics. LAHS: We did this several years ago when there was a specific need for this type of remediation, and it worked well.	0001-0999: Unrestricted Locally Defined Other: Provide online learning platforms, e.g., Odyssey Ware license cost: $59,500 5000-5999: Services and Other Operating Expenditures: Moffett credit recovery program: $227,000

Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	
_ All ---------- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.2 Ensure that most, if not all courses offered at the high school are on the UC a-g list		No cost associated with this goal	There are very few classes that are not a-g approved in our comprehensive high schools. Those that are not, include support classes that students take along with an a-g core class.		No extra cost associated with this action
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

3.3 Counselors take an active role in designing and following up on plans that help students overcome obstacles, as well as monitoring student access to a-g classes, and tracking their progress		No cost associated with this goal	MVHS: Counselors currently meet with every student and their parents each year based on their individual case load. Additionally, an “Risk Counselor” position has been employed to develop strategies and plans for our most struggling students. LAHS: Each of our counselors work with their assigned alpha-sort to ensure that students have access to the resources that they need. We also have one Counseling Assistant assigned to work with our Latino students who are struggling. The other three Counseling Assistants work with the rest of our students at risk.		No extra cost associated with this action
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

3.4 Counselors participate in professional development and training that increases their understanding of cultural values and family circumstances of their students as a means to better communicate with families and help them understand the importance of students meeting the a-g requirements		Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other MVLA Foundation $35,000	MVHS: During the 2014-15 school year, our counselors participated in home visits within our Latino Community. Our counselors continue to meet with both of our bilingual parent groups (Tea Time and El Cafecito). Furthermore, MVHS has created an Academic Promise Group this year that is focused on At-Risk and ELD students at MVHS. This group includes teachers and counselors. LAHS: Our counselors have participated in home visits and also work to support our LSU and LUCHA programs. Counselors work with our 9th graders to help with the transition to high school and provide both academic and emotional support to students.		5000-5999: Services and Other Operating Expenditures: Curriculum Institute costs for counselors: $46,072
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
3.5 Offer parent education workshops and stress the importance of a-g completion in all parent events and at the Latino Summit		No cost associated with this goal	This happens as part of our Latino Outreach program, e.g., El Cafecito at MVHS and the Latino Summit at LAHS.		No extra cost associated with this action
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
3.6 Skills classes in Language Arts and Social Studies to support underperforming students' academic progress with the goal of getting them college-ready.	2.0 FTE in Certificated Salaries to enroll unduplicated students who are skill-deficient in two English and/or social studies classes. Estimated cost: $300,000	Skills classes are available in English, Math, and Social Science.	1000-1999 Certificated Personnel Salaries: .4 Stewart $48,581 .4 Bissonnette $42,993 .2 Herrera $27,814 .2 each for Tompkins $16,549, Abel $20,851, Garcia-Smith $18,270, Kwan $23,444, and Wemmer $21,501 .6 Dawson Bowman $33,371 .2 Kahl $23,379 .2 Price

				$26,871 .2 Espinoza $6,206 .2 Perez $28,285 .2 Heiken $18,270 .2 Block: $ 22,628 3000-3999: Employee Benefits: .4 Stewart $16,784 .4 Bissonnette $12,232 .2 Herrera $8,864 .2 each for Tompkins $7,355, Abel $7,089, Garcia-Smith $6,156, Kwan $8,279, and Wemmer $6,990 .6 Dawson Bowman $10,636

					.2 Kahl $7,242 .2 Price $7,645 .2 Espinoza $2,180 .2 Perez $8,928 .2 Heiken $6,493 .2 Block: $ 7,142
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Even though our performance targets have not yet been met, stakeholder input suggested that this goal be replaced with a new goal for 2016-17.				

Original Goal from prior year LCAP:	4. Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:

Goal Applies to:	Schools:	MVHS and LAHS Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Our schools will continue to identify students who have the capacity and prerequisite skills to succeed in AP classes. These students will be recruited to enroll in AP classes. Our schools will add AP classes that are accessible for 1st time AP takers and strategic interventions will be in place to ensure students' success in these classes. AP enrollment data and AP test data from 2013 will be used as baseline data against which future improvement will be measured. See data tables in the appendix for measurable growth in this area. • 5 new AP courses will have been added by fall 2015 • MVHS identified 129 new, first-time AP takers in 2014-15 • A Boot Camp to support first-time AP takers is planned for this summer • MVHS has created an AP Action Team to monitor student success in AP and to design interventions for students struggling in AP Expected measurable outcomes by end of 2015-16 school year: % of students taking at least one AP course: All 46% Latino 20% ELL 10% SED 20% Foster Youth 15%	Actual Annual Measurable Outcomes:	Expected measurable outcomes by end of 2014-15 school year: % of students taking at least one AP course: **Expected:** **Actual:** All: 46% 44% Latino: 20% 25% ELL: 10% 13% SED: 20% 22% Foster Youth: 15% 16%

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
4.1 Add more AP classes as a means to increase options for students		New AP course offerings are being added to the curriculum 0000: Unrestricted Other $100,000 3000-3999: Employee Benefits $25,000	MVHS: While we have not increased the AP options at the 10th grade level, we have increased the number of students taking AP at the 10th grade level. In the 2014-15 school year, AP Physics 1 was added to the curriculum. For the 2015-16 school year, we plan to add AP sections in Physics C: E&M, Macroeconomics, and Civics. LAHS: We are currently working on the course offering that we have for 10th graders. We hope to have at least one new AP course offered for 10th grade students in 2016/17.		1000-199-: Certificated Personnel Salaries: .4 Hawthorne $38,259 .6 Sibley $75,386 3000-3999: Employee Benefits Other: .4 Hawthorne $15,402 .6 Sibley $25,514
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.2 Provide support services for 1st time AP takers, including Intensive Summer Boot Camps to help prepare students for the rigors of AP. Consider contracting with Princeton Review to provide tutorial support and workshops to strengthen student's time management and organization skills, and grit		Support services for 1st time AP Summer Boot Camp for 1st time AP takers 0001-0999: Unrestricted: Locally Defined Other $25,000 Contracted Services 5000-5999: Services and Other Operating Expenditures $50,000	MVHS: We have created an AP Task Force on-campus that is presently looking to support all targeted students. In December, we offered an after school AP Support seminar for Finals. Approximately 50% of the targeted students participated. We are currently examining the addition of an AP Bridge course in early August to support the newest targeted students.		No extra costs associated with this action
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
4.3 The AP Task Force continues to monitor access to, and success in AP classes for target students, and develops strategies to help teachers ensure their students' success		No cost associated with this action	AP Task Force continues to support 1st time AP takers		No extra cost associated with this action
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.4 Continue to provide PD to teachers in the following areas: Use of technology; high expectations for all students; differentiation; learning styles; support for all students; Growth Mindset; diverse teaching strategies, hands-on, problem solving, and critical thinking; student engagement		Professional Development: Outside workshops and conferences and direct, personalized support from our Teachers on Special Assignment (Instructional Support Team coaches) 0001-0999: Unrestricted: Locally Defined Other $50,000 MVLA Foundation $50,000	MVHS: The Instructional Support Team in conjunction with our WASC Coordinators have tailored numerous Professional Development Opportunities (PD Days, lunch time and afterschool), including Technology in-service opportunities, prep period drop in support, Reading Apprenticeship, Identity Safety Workshops and Equity Workshop for new teachers. LAHS: Our Professional Development Innovation Team plans and implements PD that encompasses these areas. Technology and assessment continue to be the major emphasis of our PD work.		Costs are asorbed under actions associated with other areas of the LCAP.
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.5 Increase the number of peer tutors available in tutorial center and assign peer tutors to work with students in support classes; make lunch-time tutorials available and incentivize students to make use of all the opportunities that exist to receive extra help		Fully staffed Tutorial Center on each one of our comprehensive campuses 2000-2999: Classified Personnel Salaries Other $140,000 3000-3999: Employee Benefits Other $30,000	MVHS: We have increased the number of peer tutors in Academic Skills courses, such as World Studies Skill, Algebra 1 Enhanced, and in AVID courses. LAHS: We are committed to increasing the opportunities for students to tutor each other. This relationship is beneficially for all parties involved and appears to be in huge demand. We currently have students tutoring in AVID, double period support classes, The Academy and in the Tutorial Center. The district staffs Tutorial Centers on both of our campuses.		1000-1999: Certificated Personnel Salary: Tutorial Center Coordinator: George St. Clair: $55,988 Quyen Nguyen: $54,539 3000-3999: Employee Benefits: George St. Clair: $25,457 Quyen Nguyen: $34,222
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

4.6 Teachers set up "mock practice sessions" outside of school for AP tests and incentivize their students to participate in these sessions		Incentivize teachers to work with 1st time AP students outside of class 1000-1999: Certified Personnel Salaries $20,000	MVHS and LAHS: Many of our AP teachers provide "mock" test sessions outside of school for AP tests. During April, several AP teachers stay after school and/or come in on the weekends to support students and help them prepare for specific AP test.		No extra cost associated with this action
Scope of service:	MVHS and LAHS Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Performance has improved for some student groups. The district will continue to increase student enrollment in AP, but stakeholders have requested that we shift our focus to Wellness for the 2016-17 school year.				

Original Goal from prior year LCAP:	5. Achieve a better balance between striving for the highest possible academic achievement and mental and physical health and well-being by learning techniques to manage stress and by making meaningful decisions that address personal and individual needs, goals and interests.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 X 7 X 8 Local:

Goal Applies to:	Schools:	All schools Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students experience less stress, enjoy campus life more, are participating in activities and are positively engaged in learning. Metrics used to measure progress in this area include CAHKS, student/parent surveys, anecdotal reports from stakeholders, participation data in extra-curricular activities, and review of master schedule Measurable Outcomes for 2015-16 include: • Participation rate in activities will increase by 10% for all identified subgroups • Results from surveys, incl. CAHKS will show positive growth in all areas of concern Metrics included in the El Camino Mental Health application for 2015-16 will show positive trends		Actual Annual Measurable Outcomes:	Measurable Outcomes for 2015-16 include: • Participation rate in activities will increase by 10% for all identified subgroups • Results from surveys, incl. CAHKS will show positive growth in all areas of concern Metrics included in the El Camino Mental Health application for 2015-16 will show positive trends Outcomes for this goal are very difficult to quantify. Extensive feedback was gathered from both students and parents in relationship to stress reduction and in conjunction with the development of Administrative Regulation 6154, related to homework. Students in general report that they feel engaged in both the curriculum and in extra curricular activities, stress seems to be lessening somewhat; however the demands for counseling and therapy is at an all time high.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
5.1 Board adopts a new Homework Policy	No cost associated with this goal	Homework Policy was adopted in May 2015. Accompanying AR was presented at the Board meeting on May 23, 2016.	No extra cost associated with this action

Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.2 School sites develop implementation plans for this policy which are codified in Administrative Regulation, and which contain a coordinated, school-wide calendar with deadlines for tests and long term assignments		1000-1999: Certified Personnel Salaries $10,000 for substitutes to enable Innovation Team to meet	Much work has gone into creating regulations that guide the implementation of the new Homework Policy that was adopted by the Board last May. Regulation was presented to the Board in May and is ready for implementation this coming Fall.		No extra cost associated with this action
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.3 School sites engage their stakeholders in further input meetings to determine origin of stress and the promotion of wellness		No cost associated with this goal	Stakeholder groups have worked all year long to contribute to the development of Administrative Regulations to accompany the Homework Policy and to identify other sources of student stress. Many stakeholder meetings were held with students and parents and online surveys for students, parents and staff were conducted. Detailed reports summarizing the findings are available for review.		No cost associated with this action
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.4 Review of current course offerings and consideration of other/new courses that appeal to the student in the middle		1000-1999: Certified Personnel Salaries $125,000 for potential new courses (0.8 FTE)	Environmental Science, AP Human Geography, new science and social science courses for ELLs, computer science courses, and courses offered through Foothill College are under consideration for next year. In addition, the district has entered into an agreement with Foothill College to serve MVLA students in two intensive summer academies: STEM and Child Development.		0001-0999: Unrestricted Locally Defined Other: $10,000 to Foothill to support summer programs
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS Grades: All	

X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
5.5 Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance in our rigorous and competitive culture	1000-1999: Certified Personnel Salaries $10,000 to support Implementation Team in their planning efforts 5000-5999: Services and Other Operating Expenditures $30,000 for Mexican Dance Coach	While some new clubs and additional sports have been added, the overall participation rates in co-curricular and extra-curricular activities have remained about the same. It is challenging to increase Latino participation in extra-curricular activities because many students take the bus home after school which precludes them from participation in after-school activities. Participation is also limited by the fact that many of our Latino students have jobs after school. Below are some of the activity programs that have been added recently: • Girls LaCross • Boys and Girls Frosh Basket Ball • Girls Golf • Mexican Folkdance Over the last three years more than 100 new clubs have been founded. It is important to note that clubs do not always survive beyond the year in which they are formed. Some of the more successful clubs with expected longevity include the following: • American Nicaraguan Foundation • American Sign Language • Cooking 4 Charity Club • Casa de Crianacas • E-Sports Association • Engineering for All	2000-2999: Classified Personnel Salaries: Speech & Debate: Meredith Manda: $2,000; Ariana Hooks $1,243; Tinuola Dada $2,000 Basketball Coach: Joseph Lampkin $3,185 Mexican Dance Instructor: Luis Cel: $9,555 3000-3999: Employee Benefits Meredith Manda: $414 Ariana Hooks $258

			• Girls Who Code • International Club • Investment Club • Medical Explorers • Russain Club • Women's Issues Club • Aviation Club • College Awareness for Minority Racews • Female Empowerment by Minors • Heifer Project • Korean Culture • Leadership for Everyone • Libros sin Froneras • Science Competition • Ourdoor Exploration • Not for Sale-Don't Sell Bodies • Water Project • World Culture		Tinuola Dada $414 Joseph Lampkin $282 Luis Cel: $1,979
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

5.6 Provide opportunities for students to learn appropriate ways to handle and manage stress		No cost associated with this goal	Stress management has received a lot of attention this year. Our schools are working with Carol Dweck on Growth Mindset; Dr. Saltzman is consulting with the district on Mindfulness strategies; Mr. Habib provides consultation on Emotional Intelligence, and 30 staff members have participated in the first ever EQ Conference at Foothill College this in April.		1000-1999: Certificated Personnel Salaries: Jenny Dumas: $596 Dr. Salzman: $6,600 5000-5999: Services and Other Operating Expenditures: EQ conference costs: $10,000
Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.7 Continue to increase Mental Health Services on our campuses		5000-5999: Services and Other Operating Expenditures $80,000 to add more therapists	We are in the process of hiring two Coordinators of Student Services, one at each site to oversee student wellness and mental health services; Dr. Flatmo, the district's consulting Licensed Clinical Psychologist has been hired as the district's Clinical Services Coordinator, and has named as the key person in developing the district's Wellness Plan; additional Therapists will be hired for next year, and		1000-1999: Certificated Personnel Salaries: Susan Flatmo: $158,975

	1000-1999: Certificated Personnel Salaries $150,000 to create Mental Health Services Coordinator position	the number of CHAC Intern hours has doubled this year, compared to last.	3000-3999: Employee Benefits: Susan Flatmo: $30,228 5000-5999: Services and Other Operating Expenditures: CHAC contract: $48,649 (FY 2016) Gabi Elfenbein contract: $115,000 Simi Ketterer contract: $82,500 Amy Yaeger contract: $77,000 Cherri Duffy contract: $100,000 Joshune Sullivan contract: $81,731 Ryan Cuevas contract: $86,731

Scope of service:	All schools Grades: All		Scope of service:	MVHS, LAHS, AVHS Grades: All	
X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ---------- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	This goal will be carried forward into the 2016-17 school year. Specific actions can be found in Section 2 of the LCAP.				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	1480318

Calculation is based on 14-15 actuals and 15-16 2nd interim budget.

1. Contract with Comcast to provide internet access to low-income families..... $25,000 (Goal 1)

2. Staffing cost associated for two math classes for skill deficient and at-risk students..... $250,000 (Goal 2)

3. Summer Bridge classes including Catalyst & Accelerated Geometry..... $50,000 (Goal 2)

4. At-risk counselor assigned to monitor student performance..... $280,000 (Goal 2)

5. Employee benefits for certificated staff..... $145,000 (Goal 2)

6. Contracts with learning platforms to improve/accelerate English Language Acquisition..... $42,000 (Goal 3)

7. Summer school salaries for teachers assigned to teach classes for ELLs..... $20,000 (Goal 3)

8. Paraprofessional to assist teachers in summer school program for English Learners..... $5,000 (Goal 3)

9. Three sections of classes to help ELLs access content classes required for graduation..... $75,000 (Goal 3)

10. One section of Academic Language..... $25,000 (Goal 3)

11. Materials and supplies needed to host community events..... $25,000 (Goal 3)

12. Contract with PIQE for parents to attend 2 hr weekly seminars..... $50,000 (Goal 3)

13. Materials and supplies needed to host student recognition events..... $25,000 (Goal 3)

14. Certificated salaries to implement a Behavior Support Program at LAHS..... $300,000 (Goal 5)

15. Paraprofessional salaries to implement a Behavior Support Program at LAHS..... $150,000 (Goal 5)

16. Employee benefits to implement a Behavior Support Program at LAHS..... $112,500 (Goal 5)

TOTAL $ 1,579,500

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.24	%

As indicated in item 3A, 100% of the targeted funds are being spent on actions and services for Unduplicated Youth. All services listed in Box A above are designed especially to support academic achievement of unduplicated 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.

The amount budgeted this year is higher than what was budgeted last year. ($1,579,500 – LCAP 2016-17 / $1,380,378 – LCAP 2015-16). The difference far exceeds the calculated MPP. More specific interventions were put in place to enhance teaching and learning and to help unduplicated, underperforming students be successful.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(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).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “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).

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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).