Introduction:

LEA: Mountain View Los Altos Union HSD Contact (Name, Title, Email, Phone Number): Barry Groves, Superintendent, barry groves @mvla.net, 650-940-4650 LCAP Year: 2014-2015

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 held a series of 17 different input meetings, involving diverse groups of stakeholders. The meetings were well attended. Not counting the Public Hearing, a total of 268 individuals attended these meetings and reviewed progress achieved this year toward meeting our LCAP goals and provided additional input on the LCAP draft for 2015-16. During these meetings, participants had the opportunity to review the draft and analyze pertinent student demographic and performance data. The data summaries that were distributed at these meetings are attached to this document. Each meeting began with a general information session to enlighten the audience about the legal requirements and the purpose of the LCAP. During subsequent small group discussions, participants engaged in generating feedback on the data, and ideas and suggestions for the improvement of student performance.	Stakeholder meetings had a dual purpose: 1) To share data on the impact the action steps from 2014-15 had on student performance and to gather input to inform the LCAP for 2015-16. The input that was collected at each stakeholder meeting was used to further refine and inform the draft document that was shared with stakeholders. Input was categorized, analyzed and synthesized and was used to inform the action steps that were developed under each one of the five goals that appear in the 2015-16 LCAP.

Group	Affiliation	Meeting Date	# Present
Admin Team	MVHS	3/16/15 @ 2:30pm	5
Admin Team	LAHS	3/19/15 @10:15am	5
Full Staff Meeting	AVHS	3/25/15 @ 1:30 pm	15
DTA	District	3/18/15 @ 1pm	2
CSEA	District	3/19/2015 @ 10am	2
ELAC	MVHS	11/20/2014 @ 6 pm	15
ELAC	LAHS	10/9/2014 @ 6:30 pm	7
DELAC	District	8/28/ 2014 @ 5:30 pm	4
DELAC	District	4/21/2015 @ 5:30pm	10
PTSA	MVHS	5/8/2015 @ 8:30am	25
PTSA	LAHS	4/22/2015 @ 8:30am	10
LUCHA	LAHS	3/21/2015 @9am	59
El Cafecito	MVHS	3/24/15 @ 10am	10
ASB	MVHS	3/27/2015 @ 9am	49
ASB	LAHS	4/1/2015 @ 1:30pm	24
LSU	MVHS	4/2/2015 @ 11:35am	8
LSU	LAHS	3/27/2015 @ 12pm	18

Public Forums:			
Public Hearing w/Board	District	6/15/2015	
Board Adoption of LCAP	District	6/22/2015	

Annual Update:

While some groups met more than once for the purpose of discussing the LCAP, e.g., reviewing progress from last year and then at a subsequent meeting, gathering input for next year's LCAP, most groups accomplished both of these tasks in one meeting. The review of student achievement data occurs frequently and is spread out over the entire school year. For example, between August and

Annual Update:
Feedback from Stakeholder groups included the following:

LUCHA/El Cafecito/DELAC

- **Educate Latino parents on the importance of students completing a-g requirements**

October, we gather data and analyze it. The conclusions and results are shared with our administrators and with special interest groups, e.g., DELAC, Leadership Teams, Special Ed, our partner district, etc. In November, our site principals present a comprehensive report to the board at a public meeting, known as the ANNUAL REVIEW. **The LCAP, more specifically the goals embedded in the LCAP, and the data from which these goals emanated have become the engine that drives much of what we do. We have been careful in making sure that we do not end up with a number of goals that is so large that it is impossible to achieve them or even work toward achieving them. To that end, the LCAP goals are the same as our district/board goals, our WASC goals, our Single Plan Goals, and goals that are referenced in our CTE Plan and our LEA Plan.** **Because the overall performance of our students is very high, it is easy for the data to cover up and camouflage gaps in performance specific to significant subgroups. To not allow that to occur, we take great care to disaggregate all our data to expose areas of growth and to help us target our resources, both human and financial, to help narrow the gap in achievement.**	• **Support for 1st time AP takers** • **Teachers raising expectations for Latino students** • **Improve 'marketing' of co-and extra curricular activities and improve recruitment process** • **Increase support classes for underachieving students** • **More leadership summits for parents and students** • **More of a focus on the needs of Latino students in transition activities with feeder middle schools, e.g., translation when HS principals go out to talk with 8th grade parents** • **Summer enrichment opportunities** • **Limit the use of computers in class. There should be room for discussion, lecture, practice, collaboration, and not just staring at a computer screen all day long** **PTSA** • **Reduce student stress; adopt homework policy and develop and implement plan that coordinates due dates for assignments and tests** • **Continue collaboration with middle schools** • **Explore a-g track for AVHS** • **Consider changing sequence of algebra, offering algebra one and two in consecutive years** • **Continue to refine grading practices; allowing assignments to be re-done and tests to be retaken in 9th and 10th grade, but tightening up in 11th and 12th grade, so as to better prepare students for college** • **Enforce course team commitments** • **Course options for "the kid in the middle"; AP too rigorous, college prep too easy and uninspiring**

	• **AVID-like cohort structure for first-time AP takers** • **Tutorial support as a supplement and alternative to the Tutorial Center** • **Elective Courses to build students' mindfulness, confidence, and provide study and organizational skills, especially for freshmen, and for the 'kid in the middle'; more elective options; e.g., applied academics** **MV-LA SITE ADMIN** • **New Algebra I curriculum** • **Extended school year for struggling students** **ASB/Newspaper/Yearbook – MV/LA** • **Continue work on improving identity safety on campus** • **Learn from schools that have model programs for target populations with documented success** • **Upper classmen in math classes for extra support** • **Pairing ELLs with bi-lingual students, rather than English-Only** • **Don't just offer a-g classes; students need classes that are interesting, stimulating and creative and provide a break from heavy academics** • **Intramural sports** • **More opportunities for students to develop positive 'habits of mind'** • **Peer tutoring system with bilingual students in English language learning classes** • **Add more 0 period core classes to free up periods in schedule for electives** **District Teachers Association** • **Expanding support classes for struggling students** • **Reduce class size** • **A stronger system to evaluate program effectiveness and discussing performance results**

	with teachers • **Investigation other on-line platforms for English Language Learners, e.g., Duolingo** • **AP and Pre-AP training, perhaps during the summer** **DELAC** • **Offer math, science and English classes during the summer to help students get ready for fall** • **Many students come to high school ill prepared for the rigors of high school. Expectations differ greatly. Continue to work closely with feeder middle schools to align curriculum, instruction and assessment.** • **Hire an outside consultant to review our services for ELL and recommend strategies for improvement** • **Offer parenting workshops, including how parents can set limits, and help their students using social media in positive and acceptable ways** • **Ensure that there is always bilingual interpreting available when administrators and staff attend parent meetings at the middle schools**

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:	I. 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: 1_X_ 2_X_ 3__ 4_X_ 5_X_ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Student performance in mathematics lags behind that in other subjects. Please see achievement data on pages 13 & 14, and additional data in the appendix	
Goal Applies to:	Schools: All three schools in the district	
	Applicable Pupil Subgroups:	All students and the following subgroups: Latinos ELLs SED Foster Youth Sp Ed

LCAP Year 1: 2015-16

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. Additional achievement data can be found in the appendix. **Priority 1: Basic** (a) All teachers in the MVLA district are appropriately assigned and fully credentialed (b) Every student in the district has sufficient access to standards-aligned instructional materials (c) District facilities are in excellent condition **Priority 2: Implementation of State Standards** (a) Board-adopted academic content and performance standards are fully implemented (b) The ELL program is offered at MVHS. Access to mainstream content and academic performance of ELLs is a district-wide priority **Priority 4: Pupil Achievement** (a) Statewide Assessments: Results from the new SBAC test which students will take in May of this year, will form the basis for expected annual growth in performance. Students continue to take the 10th grade science test, the CAHSEE and the CELDT (b) Academic Performance Index: The old API has been retired. The new API has not yet been announced (c) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: Improvement in this area remains a district priority

(d) The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board: Improvement in this area remains a district priority
(e) The English learner reclassification rate: Improvement in this area remains a district priority
(f) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: Improvement in this area remains a district priority
(g) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent of college preparedness: Improvement in this area remains a district priority

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

(a) School attendance rates: See data tables in the appendix
(b) Chronic absenteeism rates: See data tables in the appendix
(c) Middle school dropout rates: n/a
(d) High school dropout rates: See data tables in the appendix
(e) High school graduation rates: See data tables in the appendix

Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in

(a) A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable: The district offers an extensive array of courses, with many honors and AP courses in all academic subjects
(b) Programs and services developed and provided to unduplicated pupils: The action steps refer to many intervention programs designed especially to serve unduplicated pupils
(c) Programs and services developed and provided to individuals with exceptional needs: Our special education curriculum and options for special needs students are plentiful

	Mountain View High School				Los Altos High School			
1a	2013-14		2014-15		2013-14		2014-15	
	GPA (1st semester)				GPA (1st semester)			
Alg I	2.07		2.11		1.89		2.12	
Geom	2.36		2.31		2.54		2.43	
Alg II	2.58		2.61		2.76		2.71	
	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's
Alg I	19/44%	13/30 %	34/44%	26/34 %	2/18%	4/36%	6/24%	5/20%
Geom	113/50%	50/22 %	107/47%	61/27 %	52/60%	11/13 %	37/40%	11/12 %
Alg II	118/54%	32/15 %	116/58%	33/16 %	227/61%	55/15 %	207/61%	64/19 %

	Mountain View High School		Los Altos High School	
1b	2013-14	2014-15	2013-14	2014-15
	Alg II/IIH C or better		Alg II/IIH C or better	
All	75%	Data Available in June	76%	Data Available in June
Latino	26%		54%	
EL	17%		11%	
Spec Ed	78%		60%	
SED	31%		59%	

Measurable Outcome:

Expected District-Wide Growth by the end of 2016 School Year	
Alg II/IIH C or better	
All	80%
Latino	60%
ELL	20%
SpEd	75%
SED	50%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
I. 1. Recognize student achievement at events throughout the year, e.g., Latino Summit, Latino Awards Assembly, Senior Awards, etc.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ Latino	At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other $300,000 5000-5999: Services And Other Operating Expenditures Other $20,000 to support Latino Awards Assemblies and Latino Summit
I. 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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	Algebra II Tutors work with students in class and support students outside of class Teachers introduce students to online resources available to support student learning (Khan, NROC, Engage NY) 0000: Unrestricted Other $18,000

I. 3. Teachers at the course team level collaborate to identify best practices and employ proven intervention strategies to improve student performance	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
I. 4. Teachers receive training, coaching and specific, 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'.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
I. 5. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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 Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry 1000-1999 Certificated Personnel Salaries: $50,000

I.	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.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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
I.	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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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
I.	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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	Additional staff to keep classes at 20:1 in math. MVLA Foundation $200,000

LCAP Year 2: 2016-17	
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. Instruction will focus on: • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Time management • Proficient use of technology 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. See attached data tables. More specific growth targets will be determined when SBAC results are available and after results from 2015-16 are evaluated.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
I. 1. Recognize student achievement at events throughout the year, e.g., Latino Summit, Latino Awards Assembly, Senior Awards, etc.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ Latino	At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other $300,000 5000-5999: Services And Other Operating Expenditures Other $20,000 to support Latino Awards Assemblies and Latino Summit

I. 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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	Algebra II Tutors work with students in class and support students outside of class Teachers introduce students to online resources available to support student learning (Khan, NROC, Engage NY) 0000: Unrestricted Other $18,000
I. 3. Teachers at the course team level collaborate to identify best practices and employ proven intervention strategies to improve student performance	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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
I. 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'.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	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

I.	5. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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 Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry 1000-1999 Certificated Personnel Salaries: $50,000
I.	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.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
I.	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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

I. 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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	Additional staff to keep classes at 20:1 in math. MVLA Foundation $200,000

LCAP Year 3: 2017-18	
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. Instruction will focus on: • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Time management • Proficient use of technology 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. See attached data tables.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
I. 1. Recognize student achievement at events throughout the year, e.g., Latino Summit, Latino Awards Assembly, Senior Awards, etc.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)___ Latino	At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other $300,000 5000-5999: Services And Other Operating Expenditures Other $20,000 to support Latino Awards Assemblies and Latino Summit
I. 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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	Algebra II Tutors work with students in class and support students outside of class Teachers introduce students to online resources available to support student learning (Khan, NROC, Engage NY) 0000: Unrestricted Other $18,000
I. 3. Teachers at the course team level collaborate to identify best practices and employ proven intervention strategies to improve student performance	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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

I.	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'.	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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
I.	5. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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 Summer Bridge classes including Catalyst & Accelerated Alg & Accelerated Geometry 1000-1999 Certificated Personnel Salaries: $50,000
I.	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 .	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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

I. 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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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
I. 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	All three schools	x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Additional staff to keep classes at 20:1 in math. MVLA Foundation $200,000

GOAL:	II. Improve the performance of English Language Learners on all board adopted indicators of student success	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 _ 7 X 8 COE only: 9__ 10__ Local : Specify _____
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: All three schools in the district	
	Applicable Pupil Subgroups: English Language Learners	

LCAP Year 1: 2015-16

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 has 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.

Priority 1: Basic

(a) All teachers in the MVLA district are appropriately assigned and fully credentialed
(b) Every student in the district has sufficient access to standards-aligned instructional materials
(c) District facilities are in excellent condition

Priority 2: Implementation of State Standards

(a) Board-adopted academic content and performance standards are fully implemented
(b) The ELL program is offered at MVHS. Access to mainstream content and academic performance of ELLs is a district-wide priority

Priority 3: Parental Involvement

(a) Our schools enjoy outstanding support from our community, ranging from the number of parents who participate in the daily life of the school to those who serve on various committees and Leadership Circles
(b) Parents of unduplicated students are recruited to serve on ELAC, DELAC, Parent Advisory Councils, etc.
(c) Parents of Special Needs students attend the CAC on a regular basis

Priority 4: Pupil Achievement

(a) Statewide Assessments: Results from the new SBAC test which students will take in May of this year, will form the basis for expected annual growth in performance. Students continue to take the 10th grade science test, the CAHSEE and the CELDT
(b) Academic Performance Index: The old API has been retired. The new API has not yet been announced
(c) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks:
(d) The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board: See attached data tables
(e) The English learner reclassification rate: See attached data tables
(f) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: See attached data tables
(g) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent of college preparedness: See attached data tables

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

(a) School attendance rates: See attached data tables

	(b) Chronic absenteeism rates: See attached data tables (c) Middle school dropout rates: See attached data tables (d) High school dropout rates: See attached data tables (e) High school graduation rates: See attached data tables **Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in** (a) A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable: The district provides a very comprehensive course of studies with many options at the honors and AP level (b) Programs and services developed and provided to unduplicated pupils: The district operates a wide array of interventions for unduplicated students (c) Programs and services developed and provided to individuals with exceptional needs: The district's program for special needs students is comprehensive and extensive

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
II. 1. A new textbook has been 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	MVHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	License agreement with Rosetta Stone, Membean, CAHSEE Prep, and Duolingo 0001-0999: Unrestricted: Locally Defined Other $25,000
II. 2. Pair English Learners with English-only speakers and other bi-lingual students for tutorials, peer assistance, and to practice day-to-day conversation	MVHS and LAHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	This goal does not require any expenditures

II. 3. Continue to provide structured English Language support for students at AVHS	AVHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
II. 4. Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
II. 5. Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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

II. 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	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Overtime $10,000 5000-5999: Services and Other Operating Expenditures $10,000 Honorarium to Speakers
II. 7. Establish effective communication between schools and home.	All three schools	_ All OR: _X_ Low Income pupils X English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$240,000 3.0 FTE Classified Salaries for Community Liaison positions

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	English Language Learners will be engaged in the same high level teaching and learning as all other students. There will be online learning support available to students to accelerate their acquisition of English and students will carry a full academic load, giving them early exposure to content classes. 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: (1) The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL Proficiency in English has increased from 43% in 2013, to 51% in 2014. (2) ELL participation in AP has improved. In 2013 15 ELLs took one or more AP classes; in 2014, the number has grown to 27. (3) GPA for ELL, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 70 – 76%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
II. 1. A new textbook has been adopted at MVHS, 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	MVHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	License agreement with Rosetta Stone, Membean, CAHSEE Prep, and Duolingo 0001-0999: Unrestricted: Locally Defined Other $25,000
II. 2. Pair English Learners with English-only speakers and other bi-lingual students for tutorials, peer assistance, and to practice day-to-day conversation	MVHS and LAHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	This goal does not require any expenditures
II. 3. Continue to provide structured English Language support for students at AVHS	AVHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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

II. 4. Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer.	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
II. 5. Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
II. 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	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Overtime $10,000 Honorarium to Speakers 5000-5999: Services and Other Operating Expenditures $10,000
II. 7. Establish effective communication between schools and home.	All three schools	_ All OR: _X_ Low Income pupils X English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	$240,000 3.0 FTE Classified Salaries for Community Liaison positions

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	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: (1) The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL Proficiency in English has increased from 43% in 2013, to 51% in 2014. (2) ELL participation in AP has improved. In 2013 15 ELLs took one or more AP classes; in 2014, the number has grown to 27. (3) GPA for ELL, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 70 – 76%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
II. 1. A new textbook has been adopted at MVHS, 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	MVHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	License agreement with Rosetta Stone, Membean, CAHSEE Prep, and Duolingo 0001-0999: Unrestricted: Locally Defined Other $25,000

II. 2. Pair English Learners with English-only speakers and other bi-lingual students for tutorials, peer assistance, and to practice day-to-day conversation	MVHS and LAHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	This goal does not require any expenditures
II. 3. Continue to provide structured English Language support for students at AVHS	AVHS	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
II. 4. Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer.	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
II. 5. Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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

II. 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	All three schools	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _X_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Overtime $10,000 Honorarium to Speakers 5000-5999: Services and Other Operating Expenditures $10,000
II. 7. Establish effective communication between schools and home.	All Three schools	All OR:------- X Low Income pupils X English Learners Foster Youth X Redesignated fluent English proficient Other Subgroups: (Specify)	$240,000 3.0 FTE Classified Salaries for Community Liaison positions

GOAL:	III. Improve a-g completion rates for all students, in particular, Latino, ELL, SED and Special Ed students	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	a-g completion rate is less than half of what it is for all students for the following subgroups: All students 72% Latinos 36% ELLS 17% SED 34% Foster Youth 32% Sp Ed 29%	
Goal Applies to:	Schools:	MVHS LAHS
	Applicable Pupil Subgroups:	Latinos ELLs SED Foster Youth Sp Ed

LCAP Year 1: 2015-16	
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. See attached data analysis to confirm progress for all students and applicable target groups. Expected Growth by the end of 2015-16 School Year: All 80% Latino 50% ELL 25% SED 40% Foster Youth 25% Sp Ed 35% **Priority 1: Basic** (a) All teachers in the MVLA district are appropriately assigned and fully credentialed (b) Every student in the district has sufficient access to standards-aligned instructional materials (c) District facilities are in excellent condition **Priority 2: Implementation of State Standards** (a) Board-adopted academic content and performance standards are fully implemented (b) The ELL program is offered at MVHS. Access to mainstream content and academic performance of ELLs is a district-wide priority **Priority 3: Parental Involvement** (a) Our schools enjoy outstanding support from our community, ranging from the number of parents who participate in the daily life of the school to those who serve on various committees and Leadership Circles (b) Parents of unduplicated students are recruited to serve on ELAC, DELAC, Parent Advisory Councils, etc. (c) Parents of Special Needs students attend the CAC on a regular basis **Priority 4: Pupil Achievement** (a) Statewide Assessments: Results from the new SBAC test which students will take in May of this year, will form the basis for expected annual growth in performance. Students continue to take the 10th grade science test, the CAHSEE and the CELDT (b) Academic Performance Index: The old API has been retired. The new API has not yet been announced (c) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: (d) The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any

subsequent assessment of English proficiency, as certified by the state board: See attached data tables

(e) The English learner reclassification rate: See attached data tables

(f) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: See attached data tables

(g) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent of college preparedness: See attached data tables

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

(a) School attendance rates: See attached data tables

(b) Chronic absenteeism rates: See attached data tables

(c) Middle school dropout rates: See attached data tables

(d) High school dropout rates: See attached data tables

(e) High school graduation rates: See attached data tables

Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in

(a) A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable: The district provides a very comprehensive course of studies with many options at the honors and AP level

(b) Programs and services developed and provided to unduplicated pupils: The district operates a wide array of interventions for unduplicated students

(c) Programs and services developed and provided to individuals with exceptional needs: The district's program for special needs students is comprehensive and extensive

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
III. 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.	MVHS LAHS	_X_ALL OR: X__Low Income pupils X_English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)___ X Latino	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

III. 2. Ensure that most, if not all courses offered at the high school are on the UC a-g list		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this goal
III. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	No cost associated with this goal
III. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other MVLA Foundation $35,000

III. 5. Offer parent education workshops and stress the importance of a-g completion in all parent events and at the Latino Summit	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost associated with this goal
III. 6. Skills classes in Language Arts and Social Studies to support underperforming students' academic progress with the goal of getting them college-ready.	All three schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Changes in teaching and learning, and a greater focus on developing depth of knowledge is expected to improve the a-g completion rates for students. 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. See attached data analysis to confirm progress for all students and applicable target groups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
III. 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.	MVHS LAHS	_X_ALL OR: X__Low Income pupils X_English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)___ X Latino	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 Vendor Contracts 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

III. 2. Ensure that most, if not all courses offered at the high school are on the UC a-g list		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost associated with this goal
III. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost associated with this goal
III. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other MVLA Foundation $35,000

III. 5. Offer parent education workshops and stress the importance of a-g completion in all parent events and at the Latino Summit	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this goal
III. 6. Skills classes in Language Arts and Social Studies to support underperforming students' academic progress with the goal of getting them college-ready	All three schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)___	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

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Changes in teaching and learning, and a greater focus on developing depth of knowledge is expected to improve the a-g completion rates for students. 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. See attached data analysis to confirm progress for all students and applicable target groups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
III. 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.	MVHS LAHS	_X_ALL OR: X__Low Income pupils X_English Learners X__Foster Youth __Redesignated fluent English proficient X__Other Subgroups:(Specify)___ X Latino	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
III. 2. Ensure that most, if not all courses offered at the high school are on the UC a-g list		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____ _____	No cost associated with this goal

III.	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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this goal
III.	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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other MVLA Foundation $35,000
III.	5. Offer parent education workshops and stress the importance of a-g completion in all parent events and at the Latino Summit	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost associated with this goal
III.	6. Skills classes in Language Arts and Social Studies to support underperforming students' academic progress with the goal of getting them college-ready	All three schools	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	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

GOAL:	IV. Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	36% of all students districtwide take one or more AP courses. For subgroups the data are as follows: Latinos 15% ELLs 5% SED 14% Foster Youth 13%	
Goal Applies to:	Schools:	MVHS LAHS
	Applicable Pupil Subgroups:	Latinos ELLs SED Foster Youth

LCAP Year 1: 2015-16

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%

	Priority 1: Basic (a) All teachers in the MVLA district are appropriately assigned and fully credentialed (b) Every student in the district has sufficient access to standards-aligned instructional materials (c) District facilities are in excellent condition **Priority 2: Implementation of State Standards** (a) Board-adopted academic content and performance standards are fully implemented (b) The ELL program is offered at MVHS. Access to mainstream content and academic performance of ELLs is a district-wide priority **Priority 4: Pupil Achievement** (a) Statewide Assessments: Results from the new SBAC test which students will take in May of this year, will form the basis for expected annual growth in performance. Students continue to take the 10th grade science test, the CAHSEE and the CELDT (b) Academic Performance Index: The old API has been retired. The new API has not yet been announced (c) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks: (d) The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board: See attached data tables (e) The English learner reclassification rate: See attached data tables (f) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher: See attached data tables (g) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent of college preparedness: See attached data tables **Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in** (a) A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable: The district provides a very comprehensive course of studies with many options at the honors and AP level (b) Programs and services developed and provided to unduplicated pupils: The district operates a wide array of interventions for unduplicated students (c) Programs and services developed and provided to individuals with exceptional needs: The district's program for special needs students is comprehensive and extensive

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
IV. 1. Add more AP classes as a means to increase options for students	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	New AP course offerings are being added to the curriculum 0000: Unrestricted Other $100,000 3000-3999: Employee Benefits $25,000
IV. 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	MVHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
IV. 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	MVHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No cost associated with this action

IV. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
IV. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
IV. 6. Teachers set up “mock practice sessions” outside of school for AP tests and incentivize their students to participate in these sessions	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Incentivize teachers to work with 1st time AP students outside of class 1000-1999: Certified Personnel Salaries $20,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	MVHS will be close to achieving parity of enrollment and success of underrepresented students' enrolled in AP. The percent of students from the applicable subgroups enrolled in AP will be equal to their representation at the school. Students will be provided with timely and systematic levels of intervention and support as needed to assure students are preparing to take and pass the applicable AP test for the class(es) they are enrolled in.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
IV. 1. Add more AP classes as a means to increase options for students	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	New AP course offerings are being added to the curriculum 0000: Unrestricted Other $100,000 3000-3999: Employee Benefits $25,000
IV. 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	MVHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	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
IV. 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	MVHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	No cost associated with this action

IV. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
IV. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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
IV. 6. Teachers set up “mock practice sessions” outside of school for AP tests and incentivize their students to participate in these sessions	MVHS and LAHS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	Incentivize teachers to work with 1st time AP students outside of class 1000-1999: Certified Personnel Salaries $20,000

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
IV. 1. Add more AP classes as a means to increase options for students	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	New AP course offerings are being added to the curriculum 0000: Unrestricted Other $100,000 3000-3999: Employee Benefits $25,000
IV. 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	MVHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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

IV. 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	MVHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this action
IV. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	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
IV. 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	MVHS and LAHS	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	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
IV. 6. Teachers set up "mock practice sessions" outside of school for AP tests and incentivize their students to participate in these sessions	MVHS and LAHS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	Incentivize teachers to work with 1st time AP students outside of class 1000-1999: Certified Personnel Salaries $20,000

GOAL:	V. 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__ 3_x_ 4__ 5_x_ 6_x_ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Latino students participate in school sponsored activities at lower rates than other groups. There is a general sense that students experience high levels of stress, reported by students and parents. Embracing and managing stress and teaching coping skills are virtually absent from our curriculum	
Goal Applies to:	Schools: All three schools	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

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 **Priority 3: Parental Involvement** (a) Our schools enjoy outstanding support from our community, ranging from the number of parents who participate in the daily life of the school to those who serve on various committees and Leadership Circles (b) Parents of unduplicated students are recruited to serve on ELAC, DELAC, Parent Advisory Councils, etc. (c) Parents of Special Needs students attend the CAC on a regular basis **Priority 5: Pupil Engagement as measured by all of the following, as applicable:** (a) School attendance rates: See attached data tables (b) Chronic absenteeism rates: See attached data tables (c) Middle school dropout rates: See attached data tables (d) High school dropout rates: See attached data tables (e) High school graduation rates: See attached data tables **Priority 6: School Climate as measured by all of the following, as applicable**

(a) Pupil suspension rates: See attached data tables
(b) Pupil expulsion rates: See attached data tables
(c) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness: Results from the Healthy Kids Survey

Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in

(a) A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable: The district provides a very comprehensive course of studies with many options at the honors and AP level
(b) Programs and services developed and provided to unduplicated pupils: The district operates a wide array of interventions for unduplicated students
(c) Programs and services developed and provided to individuals with exceptional needs: The district's program for special needs students is comprehensive and extensive

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
V. 1. Board adopts a new Homework Policy	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this goal
V. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	1000-1999: Certified Personnel Salaries $10,000 for substitutes to enable Innovation Team to meet

V. 3. School sites engage their stakeholders in further input meetings to determine origin of stress and the promotion of wellness	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	No cost associated with this goal
V. 4. Review of current course offerings and consideration of other/new courses that appeal to the student in the middle	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	1000-1999: Certified Personnel Salaries $125,000 for potential new courses (0.8 FTE)
V. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	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

V. 6. Provide opportunities for students to learn appropriate ways to handle and manage stress		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	No cost associated with this goal
V. 7. Continue to increase Mental Health Services on our campuses	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	5000-5999: Services and Other Operating Expenditures $80,000 to add more therapists 1000-1999: Certificated Personnel Salaries $150,000 to create Mental Health Services Coordinator position

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Students experience less stress, are better equipped to handle stress, and 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
V. 1. Board adopts a new Homework Policy	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this goal

V. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	1000-1999: Certified Personnel Salaries $10,000 for substitutes to enable Innovation Team to meet
V. 3. School sites engage their stakeholders in further input meetings to determine origin of stress and the promotion of wellness	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	No cost associated with this goal
V. 4. Review of current course offerings and consideration of other/new courses that appeal to the student in the middle	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	1000-1999: Certified Personnel Salaries $125,000 for potential new courses (0.8 FTE)

V. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	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
V. 6. Provide opportunities for students to learn appropriate ways to handle and manage stress		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	No cost associated with this goal
V. 7. Continue to increase Mental Health Services on our campuses	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ _____	5000-5999: Services and Other Operating Expenditures $80,000 to add more therapists 1000-1999: Certificated Personnel Salaries $150,000 to create Mental Health Services Coordinator position

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Students experience less stress, are better equipped to handle stress, and 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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
V. 1. Board adopts a new Homework Policy	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	No cost associated with this goal
V. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	1000-1999: Certified Personnel Salaries $10,000 for substitutes to enable Innovation Team to meet
V. 3. School sites engage their stakeholders in further input meetings to determine origin of stress and the promotion of wellness	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	No cost associated with this goal

V. 4. Review of current course offerings and consideration of other/new courses that appeal to the student in the middle	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___ Latino students_____	1000-1999: Certified Personnel Salaries $125,000 for potential new courses (0.8 FTE)
V. 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	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Subgroups:(Specify)___ Latino students_____	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
V. 6. Provide opportunities for students to learn appropriate ways to handle and manage stress		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	No cost associated with this goal
V. 7. Continue to increase Mental Health Services on our campuses	All three schools	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	5000-5999: Services and Other Operating Expenditures $80,000 to add more therapists 1000-1999: Certificated Personnel Salaries $150,000 to create Mental Health Services Coordinator position

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	I. 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: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All three schools in the district
	Applicable Pupil Subgroups:	All students and the following subgroups: Latinos ELLs SED Foster Youth Sp Ed

Expected Annual Measurable Outcomes:

a.) By the end of 2014/15, we expect to have increased the GPA for all student groups in all three math courses. We want to increase the number of students who are earning As and Bs in each one of these courses, and reduce the number of Ds and Fs. With the advent of the Common Core we will not be able to measure progress as it relates to students' performance on the CST. We will use 11th grade SBAC scores from 2015 in math as a new baseline to determine desired improvement for the remaining two LCAP years.

b.) Our goal is to increase completion rates in Algebra II for all students and every underperforming subgroup by 10% over the next three years

Actual Annual Measurable Outcomes:

Mountain View High School				
1a	2013-14		2014-15	
	GPA (1st semester)			
Alg I	2.07		2.11	
Geom	2.36		2.31	
Alg II	2.58		2.61	
	A/B's	D/Fs	A/B's	D/F's
Alg I	19/44 %	13/30 %	34/44 %	26/34 %
Geom	113/50 %	50/22 %	107/47 %	61/27 %
Alg II	118/54 %	32/15 %	32/15 %	116/58 %

Los Altos High School				
1a	2013-14		2014-15	
	GPA (1st Semester)			
Alg I	1.89		2.12	
Geom	2.54		2.43	
Alg II	2.76		2.71	
	A/B's	D/Fs	A/B's	D/F's
	2/18%	4/36%	6/24%	5/20%
	52/60 %	11/13 %	37/40 %	11/12 %
	227/61 %	55/15 %	207/61 %	64/19 %

Mountain View High School		
1b	2013-14	2014-15
	Alg II/IIH C or better	
All	75%	Data Available in June
Latino	26%	
EL	17%	
Spec Ed	78%	
SED	31%	

Los Altos High School		
1b	2013-14	2014-15
	Alg II/IIH C or better	
All	76%	Data Available in June
Latino	54%	
EL	11%	
Spec Ed	60%	
SED	59%	

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Motivate students and celebrate their successes more often, more regularly and publicly		At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other $300,000 Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other $10,000	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	$310,000
Scope of service:	All three schools		Scope of service:	All three schools
_x_ALL			_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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		Algebra II Tutors set up study groups for students and guide students in the use of online support (Khan, NROC) 0000: Unrestricted Other $18,000	MVHS: While we are not currently using Khan Academy, MVHS has been using other resources this year specifically targeted for Algebra 1, Geometry and Algebra 2 for on-line support. In particular, the entire Mathematics department is using KUTA software and Dan Meyers videos for hands on /Common Core designed lessons. LAHS: We have just started using Khan Academy in certain math classes as a supplement and an intervention for struggling students AVHS: Khan Academy is the foundation of the math homework each student is expected to do. We also use Accelerated Math		$7,000
Scope of service:	All three schools		Scope of service:	MVHS, AVHS	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

3. Create a climate where teachers share responsibility for student success with their students and develop strategically deployed interventions to improve performance	On-going professional development, funded through the District's Curriculum Institute, support 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. LAHS: We currently have a 9th and 10th grade homework club where classroom teachers volunteer to help students after school with their homework. 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.	$20,000
Scope of service: All three schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4. Teachers receive training and feedback in the use of effective teaching practices.	The district has created three TOSA positions to provide strategic and personalized feedback and support to teachers on teaching practices and strategies that are designed to develop a depth of knowledge required under the Common Core. 1000-1999: Certificated Personnel Salaries Other $354,000 3000-3999: Employee Benefits Other $80,000	MVHS: Teachers have received training and feedback throughout the school year, both from administrators and the IST team coaches, especially Shelley Carranza, the math coach. 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.	$450,000
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

5. Provide support classes for struggling students in math and summer remediation opportunities for 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 intervention programs. 1000-1999: Certificated Personnel Salaries Other $250,000 3000-3999: Employee Benefits Other $50,000 Summer bridge classes, including two sections of Catalyst math. 1000- 1999: Certificated Personnel Salaries Other $50,000	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 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: The District continues to offer summer school for students who need remediation. 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.	$250,000 $50,000 $28,000

Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
6. Teachers spend time in class helping students develop productive “Habits of Mind”, and demonstrate and reinforce practices that successful students employ on a regular basis		Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams. 0000: Unrestricted Other $10,000	MVHS: On-going support and staff development is provided throughout the school year to develop positive “Habits of Mind” on the campus as a whole. Staff Development was provided for all MVHS teachers in August. This continues to be a major point of emphasis in all classes. Staff development has also centered on “Stereotype Threat” on campus to support all students, especially centered on the target students that are taking Advanced Placement courses for the first time. LAHS: All staff members have read Mindset by Carol Dweck and continue to look for ways to encourage students to “practice” their learning. Our Stress Innovation Team is looking at Mindfulness practices and how we might be able to incorporate these into our classrooms. Student clubs also address this issue and have sponsored a variety of stress-reduction activities. AVHS: Developing positive habits of mind is an integral part of the AVHS program as many of our students have given up on themselves academically.	$20,000
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

7. Offer “math only” homework clubs, supervised by math teachers, and featuring Latino peer tutors, or Latino college tutors. Consider paying teachers to spend a few hours after school and in the evenings at the new Teen Center and in public libraries to help students with homework.	The homework club concept is expanded to provide support that is specific to math and to provide this support during hours and in locations that is conductive to attracting students. 0000: Unrestricted Other $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 the700 building. (Most of these students are enrolled in Algebra II.) 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.	$0
Scope of service: All three schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

8. As a means to motivate students to take advantage of homework club and peer tutoring, the district will consider granting students elective credit for going to the Tutorial Center, to homework Club, or to other support programs. Credits will be determined on the basis of 15 hours of productive work equaling 1 unit of credit		MVHS: At this time, we do not offer elective credits for those students that attend Homework club. We are offering credit for students that are enrolled in “supervised study” and have increased the numbers of supervised study periods that are offered within the day. LAHS: At this time, we do not offer elective credits for students involved in homework clubs. Students who serve as Peer Tutors do receive elective credit when they work in the Tutorial Center and/or with specific programs (AVID, Double Math, Social Studies, English, The Academy) AVHS: Students earn credit for the extra time they spend completing work in the afternoon tutorial time.	
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

9. Reduce Class Sizes in math classes 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. 0000: Unrestricted Other $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: The MVLA Education Foundation helps us 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.	$200,000
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
10. Provide in-class support for individual students by placing instructional assistants in certain intervention classes	Salary for IAs 0001-0999: Unrestricted: Locally Defined Other $75,000	MVHS: We currently have Instructional support in our Enhanced Math courses and in Math Lab. LAHS: We currently have IA in both math and our double period Social Studies classes. They support the teacher in providing more hands on help for students. AVHS: Our regular education math classes have an aide, as well as community volunteers working with students on a daily basis.	$75,000
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

11. Special Education students have the option to sign up for a two-year algebra program that combines algebra one and two	Math classes for special education students are being revised. Feedback from parents and students revealed that taking geometry between algebra one and algebra two causes student to lose continuity and content knowledge 0001-0999: Unrestricted: Locally Defined Other $10,000	MVHS: We do not offer a two-year Algebra 1 and Algebra 2 program for Special Education students. We do offer Basic Pre-Algebra, and an Algebra Program that breaks Algebra 1 into a two year sequence. LAHS: We do not offer a two-year Algebra I/II program AVHS: Our special education students have access to a variety of math courses to meet their individual needs.	$0
Scope of service: All three schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_		Scope of service: AVHS, MVHS __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_	

12. Provide parent education (evening seminars) to increase awareness of the importance of academic achievement and to give parents practical hints on how they can support their children	Parent Education Seminars; college events and speakers. 0001-0999: Unrestricted: Locally Defined Other $8,000	MVHS: At our January PTSA meeting, the Department Coordinator in Mathematics and select students spoke at the general meeting about mathematics at MVHS. The event was very well attended by parents in our community. LAHS: We have an extensive parent education program for all of our parent groups. For our target populations, we have a strong LUCHA parent education component. This year our Special Education Coordinator put together a class to work with parents on school refusal and parenting skills and strategies. AVHS: We offer parent nights on a quarterly basis to address a range of issues important to our parents.	$8,000
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

13. Send out automated, weekly progress reports to students and parents, updating them on their progress	Currently parents access students' grades by using the district's SIS system. We are investigating the possibility of sending out automated reports to parents to update them on their students' weekly progress. 0001-0999: Unrestricted: Locally Defined Other $20,000	MVHS: Parents are trained on how to access and use our SIS system. This gives parents and students instant access to grades, completion of assignment and progress made. LAHS: At this time, we do not have the capability to send out automated weekly progress reports; however, our teachers are committed to updating their students' SIS accounts every two weeks at a minimum. AVHS: We have a bi-monthly progress report program that will be available to parents online by the end of this school year.	$0

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.

Original GOAL 2 from prior year LCAP:	II. Improve the performance of English Language Learners on all board adopted indicators of student success	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All three schools in the district
	Applicable Pupil Subgroups:	ELLs

Expected Annual Measurable Outcomes:	1. The percent of students who reach English proficiency will increase from 49% to 55% 2. The percent of students who are redesignated will increase from 11% to 15% 3. The percent of student who take one or more AP classes will increase from 5% to 10% 4. The percent of students who complete Algebra II with a C or better will increase from 19% to 25% 5. The percent of students who complete the a-g requirement will increase from 17% to 20%	Actual Annual Measurable Outcomes:	Actual Results for 2013-14 1. 50% 2. 13% 3. 9% 4. 15% 5. 13%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Accelerate language acquisition by requiring lab/tutorial time for EL students using resources such as Rosetta Stone, etc	License agreement with Rosetta Stone 0001-0999: Unrestricted: Locally Defined Other $50,000	MVHS: MVHS is using Rosetta Stone during the summer LAHS: EL students are co-enrolled in support classes in math, English, and sometimes social studies AVHS: This does not apply to AVHS.	$25,000
Scope of service: All three schools __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2. Set up a buddy system where English Learners are paired with English-only speakers for tutorials and peer assistance	This goal does not require any expenditures $0	MVHS: We have not implemented a buddy system this year. LAHS: We do not offer this type of support. AVHS: This is often done when an appropriate match can be found.	
Scope of service: All three schools __ALL OR: __Low Income pupils x__English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils _x_English Learners __Foster Youth __xRedesignated fluent English proficient __Other Subgroups:(Specify)_____	

3. Provide structured English Language support for students at AVHS	AVHS will add a section of ELD to support English Learners 2000-2999: Classified Personnel Salaries Other $25,000 3000-3999: Employee Benefits Other $5,000	AVHS: 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.	$30,000
Scope of service: AVHS __ALL OR: __Low Income pupils x__English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: AVHS __ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4. Extended academic year for students to minimize loss of learning over the summer	Summer School classes, specifically designed to help ELLs to meet graduation requirements and the completion of a-g courses. 0001-0999: Unrestricted: Locally Defined Other $25,000	MVHS, LAHS & AVHS: The District offers summer school for student who need remediation support/services.	$25,000
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

5. Accelerate the acquisition of Academic Language	One section of Basic 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	MVHS: MVHS began to offer a Life Science course this year designed for LEP 1 and LEP 2 students. In the 2015-2016 school year, LEP 1 & 2 students will have the opportunity to take an ELD Social Science Skills course for the first time. MVHS has continued to offer SDAIE courses in most content areas for academic language development. LAHS: We offer a course in Academic Language in our Special Education curriculum as most of our Level I and II English Acquisition Learners are enrolled in our Special Education Program. AVHS: This was the focus of our PD time a few years ago and an effort is made to work on academic language development on all of our classes	$30,000
Scope of service: All three schools _x_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All three schools _x_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.		

6. Establish effective communication between schools and home.		Two Community Liaison positions; One Community Resources Coordinator position Classified Personnel Salaries $240,000	These three individuals are the first point of contact for families who visit the schools. They assist with language assessment, directing parents to appropriate resources in the school and the community; monitoring student progress, communicating with parents and students about progress and recommended interventions; planning community events and awards assemblies; translating at ELAC and DELAC meetings; assisting/translating at counseling meetings, etc. Maria Hoerni $55,188 + $35,796 (H&W) Alma Ruelas $22,071 + $4,565 (H&W) Ric Escobedo $80,335 + $38,842 (H&W)	$236, 797
Scope of service:	All three schools		Scope of service:	All three schools
_x_ALL			_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.			

Original GOAL 3 from prior year LCAP:	III. Improve a-g completion rates for Latino, ELL, SED and Special Ed students	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	MVHS LAHS
	Applicable Pupil Subgroups:	Latinos ELLs SED Foster Youth Sp Ed

Expected Annual Measurable Outcomes:	a-g completion rates will go up by 10% for each of the named subgroups • Latinos 79% • ELL 19% • SED 7% • Foster Youth 35% • SpEd 32%	Actual Annual Measurable Outcomes:	Actual Results for 2013-14 • Latinos 77% • ELL 13% • SED 49% • Foster Youth 41% • SpEd 53%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. At the first sign of failure, require students to sign up to retake the course online e.g., student may retake 1st semester Alg I while continuing with 2nd semester.	Invest in multiple online learning platforms, e.g., Odyssey Ware, APEX, EdReady 0001-0999: Unrestricted: Locally Defined Other $100,000	MVHS: We are looking at options of restarting 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 currently do not offer this option. We did this several years ago when there was a specific need for this type of remediation. AVHS: AVHS does not offer a-g course work at this time.	$0
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2. Create credit-recovery options for students on "academic probation", e.g. after-school online program managed and supervised by a cadre of certificated teachers	Pay teachers to run online grade/credit recovery programs after school 0001-0999: Unrestricted: Locally Defined Other $50,000	MVHS: We work closely with students and offer an online learning option at school. We also work closely with our Adult Education School. LAHS: We currently do not offer this type of remediation. We work closely with students and offer an online learning option at school. We also work closely with our Adult Education School.	$0
Scope of service: All three schools _x_ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_		Scope of service: _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3. Counselors take a more active part in designing and following up on plans that help students overcome obstacles	No cost associated with this goal 0	MVHS: Counselors currently meet with every student and their parents each year based on their individual case load. Additionally, an At-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.	
Scope of service: All three schools _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4. Counselors participate in professional development and training that increases their understanding of cultural values and family circumstances of their students	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other $10,000	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. We are currently exploring adding Algebra II to our Special Education math offerings. We are also considering changing the order we offer math classes in Special Ed	$10,000
Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHA _X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.		

5. 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 $300,000		Name	%	Salary	Benefits	$270,052.01
		Survey Comp Lit SD	Kahl	.2	$27,383.20	$8,080.86	
		Comp WL SD	Price	.2	$25,591.00	$8,843.09	
		WS SD	Heiken	.2	$15,760.60	$5,840.30	
		CWI SD	Block	.2	$16,163.16	$4,725.12	
		WS SK	Yick	.2	$19,858.60	$7,352.27	
		SMV SK	Kwan	.2	$21,495.80	$7,368.30	
		SWV SK	Tompkin	.2	$14,703.20	$6,580.74	
		WL SK	Abel	.2	$19,037.60	$6,220.20	
		WS SK	Wemmer	.4	$48,654.80	$15,393.17	
			Total		$208,647.96	$70,404.05	

Scope of service:	LAHS, MVHS	Scope of service:	LAHS, MVHA
_x_ALL		_X_ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _x Low Income pupils _x_English Learners _x_Foster Youth _x Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.

Original GOAL 4 from prior year LCAP:	IV. Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	Related State and/or Local Priorities: 1_x_ 2_x_ 3_x_ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:		
	Schools:	MVHS LAHS
	Applicable Pupil Subgroups:	Latinos ELLs SED Foster Youth

Expected Annual Measurable Outcomes:

The goal is to reach parity in AP enrollment for Latinos, ELLs, SED and Foster Youths at MVHS by the end of the third LCAP year. The same goal applies to LAHS, however, it is not expected that this goal be reached until the school year ending in June 2018.

	% of population	Enrolled in AP 2012-13
Latino	24%	15%
ELL	10%	5%
SED	18%	14%
Foster Youth	2%	2%

Actual Annual Measurable Outcomes:

	Enrolled in AP 2013-14
Latino	19%
ELL	9%
SED	14%
Foster Youth	13%

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Increase AP options for students at the 10th grade	New AP course offerings are being considered 0000: Unrestricted Other $100,000	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 Government. A concerted effort is made to increase student enrollment in currently offered AP classes, with special emphasis on the enrollment of underrepresented students. 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. AVHS does not offer AP or honors courses	$100,00
Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_		Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_	

2. Create AVID-like support classes for 1st time AP takers, including Intensive Boot Camps to help prepare students for the rigors of AP	Support Classes for 1st time AP takers at MVHS & Boot Camp 0001- 0999: Unrestricted: Locally Defined Other $150,000	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. LAHS: We currently do not offer a program like this. We have been talking to staff about a summer Boot Camp.	TBA
Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_		Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_	
3. Continue EOS participation to increase Latino and low SED student representation in AP classes	Contract with EOS 5800: Professional/Consulting Services And Operating Expenditures Other $25,000	MVHS: We are not planning on participating in this program for the 2015/16 school year but we will continue to monitor the participation rates of all sub groups in AP courses to meet equity. LAHS: We are not planning on participating in this program for the 2015/16 school year, however, increasing enrollment of underrepresented students in honors and AP remains a top goal for us.	$25,000
Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_		Scope of service: __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_____	

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; understanding and compassion; diverse teaching strategies, hands-on, problem solving, and critical thinking; student engagement; flipped classroom: teachers make videos of their classes, students practice problems at home and use time in class more efficiently by interacting with their teacher and their peers	Professional Development: Outside workshops and conferences and direct, personalized support from our Teachers on Special Assignment (TOSAs/Common Core Coaches) 0001-0999: Unrestricted: Locally Defined Other $100,000	MVHS: The district 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 plans that encompass these areas. Technology and assessment continue to be the major emphasis of our PD work.	$120,000
Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

5. Provide motivational programs for students to help them see why school matters and why a 'growth mind-set' improves performance	Selected student groups, including all AVID students will participate in the National Mindset Pilot 0001- 0999: Unrestricted: Locally Defined Other $20,000	MVHS: Course teams (especially in English) have developed curriculum to support a growth mindset. This curriculum has been shared school wide at Staff Meetings. AVID students have received information about "stereotype threat" and "Growth Mindset." LAHS: Students are offered a variety of opportunities to practice "growth mindset" throughout the year. (PERTS/ Camp Diversity/Whole-School Activities such as Integrity Day and the use of Naviance for a variety of career and interest inventories.)	$0
Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

6. Continue to provide support for teachers and opportunities to implement grading policy and practices that value growth and improvement over averaging grades, and encourages retakes and make ups	No expenditures required for this goal 0	MVHS: Course teams are required to provide a consistent grading practices and alignment. Virtually all departments allow students opportunities for revision and test re-takes as per the MVLA Grading Policy. LAHS: We currently have course teams looking at grades, assessment and policies regarding retakes and make-up. At LAHS, this work continues to be directed by each course team/department.	
Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

7. Increase the number of peer tutors available in tutorial center and assign peer tutors to work with students in support classes once a week; 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.	$200,000
Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
8. Teachers set up “mock practice sessions” outside of school for AP tests and incentivize their students to participate	Incentivize teachers to work with 1st time AP students outside of class 2000-2999: Classified Personnel Salaries Other $20,000	MVHS & 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.	$0

Scope of service:	LAHS, MVHS
__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_	

Scope of service:	LAHS, MVHS
__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.

Original GOAL 5 from prior year LCAP:	V. Increase participation rates of Latino and other subgroups in co-curricular activity classes and programs, e.g., sports, performing arts, leadership	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	MVHS LAHS
	Applicable Pupil Subgroups:	Latino ELLs SED Sp Ed

Expected Annual Measurable Outcomes:

Participation rates for each group named will go up by 10%

	2012-13 Actual	2013-14 Goal
Latino	12%	13%
ELL	1%	2%
SED	9%	10%
SpEd	7%	8%

Actual Annual Measurable Outcomes:

	2013-14 Actual
Latino	13%
ELL	1%
SED	6%
SpEd	7%

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Diversify student activities to appeal to the interests of underrepresented students, including offering more noncompetitive intra-mural activities		Increase the number of clubs and activities to engage more underrepresented students in extra and co-curricular activities. Provide stipends to teachers where necessary for the supervision of such activities 1000-1999: Certificated Personnel Salaries Other $20,000	MVHS: With the addition of our Leadership class in 2011-12, MVHS has continued to reach out to underrepresented leaders on campus. The activities created by our Leadership class continue to address the needs of a diverse group of students on campus. More “homeroom activities” and alternative activities such as video game tournaments, Battle of the Bands, and Service Learning Projects have supplemented our more traditional lunchtime activities, dances, and class socials, and as such have extended the group of students participating in our activities. Our ASB class has also continued to try to reach out to underrepresented groups by adding board games to our dances, regularly visiting our special education day classes, and diversifying their activities as well. LAHS: This is an area that we continue to work on. Both ASB and student clubs are reaching out to underrepresented students to include them in more activities.	$0
Scope of service:	LAHS, MVHS		Scope of service:	LAHS, MVHS
__ALL			__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Latinos_	

2. Reach out to feeder middle schools to recruit students for participation in activities	Transportation cost for articulation activities, including taking high school students to middle school campuses to talk with students about high school life and the plethora of activities available to students. 0001-0999: Unrestricted: Locally Defined Other $5,000	MVHS continues to foster multiple activities to support our 8th graders as they transition into high school. Along with representatives from LAHS, our Ambassadors Club visits all of our partner schools to preview the courses offered at MVHS, to answer questions about the middle school students' general fears and concerns, and to encourage students to get involved when they come to high school. Our Freshmen Orientation program (Link Crew) along with new student potlucks and specific activities geared toward our freshmen (such as 'Courses and Cookies' discussions to prepare for course selections) are structured in ways to reach out to the entire student body. This year, we incorporated two extra transition retreats (one for 10th -12th grade transfer students and another for 9th graders entering MVLA from private Schools) to help tailor our programs to diverse student groups. MVHS also continues to have a Shadow Day where students from the private middle school visit our campus for a day. Finally, our ASB program has been working with Crittenden Middle School (our partner school with the most Latino and AfricanAmerican students) to foster more leadership.MVHS ASB hosted a Leadership retreat with the Crittenden Leadership classes to build more inclusion and opportunity for incoming students. LAHS: Ambassadors from ASB, LSU and AVID visit our partner schools to encourage students to get involved when they come to high school. In the spring, we have a Latino Summit and students and families from our partner schools are invite to attend. At this summit students and staff present miniworkshops on academics, focusing on creating a college attendance culture.	$5,000
Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_		Scope of service: LAHS, MVHS __ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_	

3. Improve announcements and increase efficient use of the marquee	No cost associated with this goal 0	MVHS continues to use the Daily Bulletin, posters, fliers, our e-lists, our marquee, our Congressional Meetings, Broadcasting (our daily news show), and the Oracle (our newspaper) to advertise and announce activities. The Oracle and ASB have greatly improved their websites. Our Oracle has also included an upcoming events section to increase awareness of events. LAHS: We have added an additional marquee in the main quad and post pictures and announcements from 7:30 am – 8:30 pm. We are now using more video announcements and the Talon (student newspaper)staff has taken one day a week to compile and film the announcements.	
Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LAHS, MVHS _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

4. Use the student newspaper to promote participation		No cost associated with this goal 0	MVHS: The Oracle continues to feature clubs, events, activities, and people on campus in every print issue and online. Moreover, many of the Oracle's articles are in-depth perspectives and features on various student activities and opportunities on and off campus. Our Oracle has also made a concerted effort this year to publish multiple Spanish language articles online and in print. This year, the Oracle has included articles in Spanish that are about general school events and activities in addition to articles specific to content relevant to our Latino community. LAHS: The Talon is proactive not only in promoting activities on campus but also in getting important issues out to students, staff and our community.	
Scope of service:	LAHS, MVHS		Scope of service: LAHS, MVHS	
__ALL			__ALL	
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_	
5. Representatives of clubs and other activities visit classrooms and speak at Latino club events to inform and recruit students		No cost associated with this goal 0	MVHS: This is an area that could use more focus. One of our counselors has been a main conduit for communicating the activities and events on campus to our Spanish speaking families, and our bilingual community liaison continues to advertise school events and activities. We can improve by involving more students and clubs in reaching out to our community. LAHS: Students and staff are invited to speak at LUCHA meeting and share resources and events	

Scope of service:	LAHS, MVHS		Scope of service:	LAHS, MVHS	
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_		
6. Consider bringing Mexico Lindo or similar dance classes back		Allocation of a section of dance one each one of our comprehensive sites 1000-1999: Certificated Personnel Salaries Other $50,000	MVHS: Two years ago, we brought a Folklorico dance group on campus and tried to establish a student group to take up dancing. Due to low student participation, we didn't continue this activity this year. MVHS has hired a new bilingual community liaison who is a member of a Mexican dance group, and we have changed the title and curriculum of one of our dance classes to World Dance to honor the diversity of cultural dance. LAHS: For the past five years we have been looking for someone to teach this class. We would love nothing better than to be able to offer some type of dance class that highlights cultural dance for our students.		$0
Scope of service:	LAHS, MVHS		Scope of service:	LAHS, MVHS	
__ALL			__ALL		
OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_			OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Special Education, Latinos_		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	See revised action steps associated with goals and actions described for 2015-16.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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:	$___1,558,669_____

The following services are provided specifically to support academic achievement of unduplicated students:

1. One additional counselor who works exclusively with unduplicated students…….$242,050 (Goal 1)
2. Support classes in mathematics to provide two hours of math instruction…….$ 98,658 (Goal 1)
3. Catalyst Summer School program for students behind in math …….$ 17,652 (Goal 1)
4. Instructional Aides assisting students in below-grade level math classes ……$ 65,000 (Goal 1)

5. Parent Education Seminars ……$ 8,856 (Goal 1)

6. Accelerated language acquisition through the use of online learning resources ……..$ 7,518 (Goal 2)

7. Structured English Language Support at AVHS .2 Certificated FTE + .75 Classified……..…..$ 75,008 (Goal 2)

8. Online resources for students ……$ 7,518 (Goals 2)

9. Special Summer Learning Program for English Language Learners ……$ 7,570 (Goal 2)

10. Academic Language Development Class for EL students with Special Ed needs ……$ 25,541 (Goal 2)

11. Effective communication between home and school ……$ 236,798 (Goal 2)

12. Online Learning platforms for credit-recovery purposes ……..$ 59,500 (Goal 3)

13. .2 FTE to support online learning and credit-recovery programs …… $ 28,088 (Goal 3)

14. Moffett Independent Study, another form of credit-recovery for co-enrolled students $ 211,000 (Goal 3)

15. 2.0 FTE Certificated assigned to skills classes in Lang. Arts and Soc. Studies ……..$ 270,052 (Goal 3)

16. Equal Opportunity Program to support low income students in AP classes ……..$ 19,569 (Goal 4)

TOTAL ……$ 1,380,378

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.

5.09	%

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 spent this year is significantly higher than what was spent last year. ($1,380,375 – LCAP 2015-16 / $507,572 – LCAP 2014-15). 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).

01-13-15 [California Department of Education]

Mountain View-Los Altos Union High (69609)

5/13/2015

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant

		2013-14	2014-15	2015-16	2016-17**	2017-18**	2018-19**	2019-20**
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab* *Maximum MPP with Target Supplemental and Concentration Grant spending levels (informational only)*		1,478,001 5.31%	1,558,669 5.09%	1,677,119 5.13%	1,824,288 5.24%	- 0.00%	- 0.00%
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		1,478,001	1,558,669	1,677,119	1,824,288	-	
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	93,458 TRUE						
3.	Difference *[1] less [2]*		-	-	-	-	-	-
4.	Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*		-	-	-	-	-	-
	GAP funding rate		*29.15%*	*32.19%*	*23.71%*	*26.43%*	*11.31%*	*0.00%*
5.	Estimated Supplemental and Concentration Grant Funding *[2] plus [4] (unless [3]<0 then [1])* ***LCAP Section 3, Part A***		1,478,001	1,558,669	1,677,119	1,824,288	-	-
6.	Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*		27,852,215	30,595,225	32,680,407	34,843,723	37,281,181	2,813,267
	LCFF Phase-In Entitlement		*29,496,483*	*32,320,161*	*34,523,793*	*36,834,278*	*37,447,448*	*2,979,534*
7/8.	Minimum Proportionality Percentage* *[5] / [6]* ***LCAP Section 3, Part B***		5.31%	5.09%	5.13%	5.24%	0.00%	0.00%

**percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year.*
If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5.
***Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.*

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 1,478,001	$ 1,558,669	$ 1,677,119	$ 1,824,288	$ -	$ -
Current year Minimum Proportionality Percentage (MPP)	5.31%	5.09%	5.13%	5.24%	0.00%	0.00%

Appendix

1. Goals, Actions & Expenditures 2014-15
2. Goals & Actions 2014-15 – with evidence of completion from sites
3. Goals & Actions 2015-16 (Executive Summary)
4. Performance Data by District
5. Performance Data by Site

Appendix

1. Goals, Actions & Expenditures 2014-15

LCAP Goals, Actions and Expenditures
2014-15

GOALS	ACTIONS	ANTICIPATED EXPENDITURES	ACTUAL EXPENDITURES as of 4/30/15
I. Improve the performance of all students in Algebra I, Geometry and Algebra II and increase the completion rate of Algebra II with a 'C' or better.	1. Motivate students and celebrate their successes more often, more regularly and publicly	At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other 300,000 Awards Assemblies to recognize student achievement 5000-5999: Services And Other 0000: Operating Expenditures Other 20,000 **Total Anticipated: $320,000**	1.0 Joel Romo $93,996 + $21,328 (H&W) 1.0 Jacob Larin $105,398 + $21,328 (H&W) Total Salaries: $199,364 Total Benefits: $42,656 Latino Awards: $9,855 **Total Spent: $251,875**
	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	Algebra II Tutors set up study groups for students and guide students in the use of online support (Khan, NROC) 0000: Unrestricted Other 18,000 **Total Anticipated: $18,000**	LA - Justine Dachille $3,444 MV – None **Total Spent: $3,444**
	3. Create a climate where teachers share responsibility for student success with their students and develop strategically deployed interventions to improve performance	On-going professional development, funded through the District's Curriculum Institute, support 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	#49 Special Ed Horizontal Alignment - Christine Bautista $374 #86 World History Alignment/CCSS - Joy Hellman $1555.61 #42 Social Studies Alignment – Felitia Hancock $2250 #12 Common Core Lessons : Social studies - Ben Fleischman $3258 #15 Common Core Lessons : Math – Danny Spiteri $1280

		Total Anticipated: $50,000	#22 NGSS – Katie Thornburg $2259.60 #30 History/CC – Sophia Caramagno $989 #31 Reading Apprenticeship/CC – Joy Hellman $7796 #59 CCSS Instruction Shifts – Esther Wu $921.84 #85 NGSS – Teri Faught $108 #55 Online STEM Assessment – Teri Faught $2805 **Total Spent: $23,597**
	4. To that end, teachers receive training and feedback in the use of effective teaching practices	The district has created three TOSA positions to provide strategic and personalized feedback and support to teachers on teaching practices and strategies that are designed to develop a depth of knowledge required under the Common Core. 1000-1999: Certificated Personnel Salaries Other 354,000 3000-3999: Employee Benefits Other 80,000 **Total Anticipated: $434,000**	Salaries 0.5 Shelley Carranza $47,794 + $8,529 (H&W) 0.5 Teri Faught $60,518 + $10,664 (H&W) 0.5 Joy Hellman $68,853 + $10,664 (H&W) Total Salaries: $177,165 Total Benefits: $29,857 **Total Spent: $207,022**

	5. Provide support classes for struggling students in math and summer remediation opportunities for 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, or offering special math intervention programs. 1000-1999: Certificated Personnel Salaries Other 250,000 3000-3999: Employee Benefits Other 50,000 Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000 **Total Anticipated: $350,000**	0.4 Laraine Ignacio (Math Lab) 0.4 Laraine Ignacio (Alg I Enh) $39,953 + $7,216 (H&W) 0.2 Lydia Conoway (Alg Skills) 0.2 Lydia Conoway (Alg I Enh) $23,290 + $3,608 (H&W) 0.2 Jennifer Lewis (Alg Skills) 0.2 Jennifer Lewis (Alg I Enh) $20,983 + $3,608 (H&W) Total Salaries: $84,226 Total Benefits: $14,432 CATALYST/Summer Jared Darby $8173 Danielle Dinh $9479 **Total Spent: $116,310**
	6. Teachers spend time in class helping students develop productive "Habits of Mind", and demonstrate and reinforce practices that successful students employ on a regular basis	Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams 0000: Unrestricted Other 10,000 **Total Anticipated: $10,000**	#71 Mindful Schools – Judy Prothro $550 **Total Spent: $550**

LCAP Goals, Actions and Expenditures
2014-15

	7. Offer "math only" homework clubs, supervised by math teachers, and featuring Latino peer tutors, or Latino college tutors. Consider paying teachers to spend a few hours after school and in the evenings at the new Teen Center and in public libraries to help students with homework	The homework club concept is expanded to provide support that is specific to math and to provide this support during hours and in locations that is conducive to attracting students. 0000: Unrestricted Other 40,000 **Total Anticipated: $40,000**	Teachers volunteered – no cost **Total Spent: $0**
	8. As a means to motivate students to take advantage of homework club and peer tutoring, the district will consider granting students elective credit for going to the Tutorial Center, to homework Club, or to other support programs. Credits will be determined on the basis of 15 hours of productive work equaling 1 unit of credit	No expenditures associated with the item **Total Anticipated: $0**	0 **Total Spent: $0**
	9. Reduce Class Sizes in math classes 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 0000: Unrestricted Other 200,000 **Total Anticipated: $200,000**	$360,000 **Total Spent: $360,000**
	10. Provide in-class support for individual students by placing instructional assistants in certain intervention classes	Salary for IAs 0001-0999: Unrestricted: Locally Defined Other 75,000 **Total Anticipated: $75,000**	Lorraine Wagner $45,535 + $19,465 (H&W) Anne Battle volunteered **Total Spent: $65,000**

LCAP Goals, Actions and Expenditures
2014-15

	11. Special Education students have the option to sign up for a two-year algebra program that combines algebra one and two	Math classes for special education students are being revised. Feedback from parents and students revealed that taking geometry between algebra one and algebra two causes student to lose continuity and content knowledge. 0001-0999: Unrestricted: Locally Defined Other 10,000 **Total Anticipated: $10,000**	Not Done **Total Spent: $0**
	12. Provide parent education (evening seminars) to increase awareness of the importance of academic achievement and to give parents practical hints on how they can support their children	Parent Education Seminars; college events and speakers 0001-0999: Unrestricted: Locally Defined Other 8,000 **Total Anticipated: $8,000**	$8,856.47 **Total Spent: $8,856**
	13. Send out automated, weekly progress reports to students and parents, updating them on their progress	Currently parents access students' grades by using the district's SIS system. We are investigating the possibility of sending out automated reports to parents to update them on their students' weekly progress 0001-0999: Unrestricted: Locally Defined Other 20,000 **Total Anticipated: $20,000**	Not Done **Total Spent: $0**
Total for Goal I		**$1,768,000**	**TBA**

LCAP Goals, Actions and Expenditures
2014-15

II. Improve the performance of English Language Learners on all board adopted indicators of student success	1. Accelerate language acquisition by requiring lab time for EL students using resources such as Rosetta Stone, etc.	License agreement with Rosetta Stone 0001- 0999: Unrestricted: Locally Defined Other 50,000 **Total Anticipated: $50,000**	Rosetta Stone: $968.50 Membean: $6550 Duolingo: Free **Total Spent: $7518**
	2. Set up a buddy system where English Learners are paired with English-only speakers for tutorials and peer assistance	This goal does not require any expenditures 0 **Total Anticipated: $0**	0 **Total Spent: $0**
	3. Provide structured English Language support for students at AVHS	AVHS will add a section of ELD to support English Learners 2000-2999: Certificated & Classified Personnel Salaries Other 25,000 3000-3999: Employee Benefits Other 5,000 **Total Anticipated: $30,000**	0.75 Tommy Mouton $36,349 + $15,901 (H&W) 0.2 Bonnie Michalek $18,195 + $4,563 (H&W) Total Salaries: $54,544 Total Benefits: $20,464 **Total Spent: $242,050**
	4. Extended academic year for students to minimize loss of learning over the summer	Summer School classes, specifically designed to help ELLs to meet graduation requirements and the completion of a-g courses. 0001-0999: Unrestricted: Locally Defined Other 25,000 **Total Anticipated: $25,000**	Summer School Dave Campbell $7,570 **Total Spent: $7,570**

LCAP Goals, Actions and Expenditures
2014-15

	5. Accelerate the acquisition of Academic Language	One section of Basic 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 **Total Anticipated: $30,000**	0.2 Amy O'Hayer $21,276 + $4,265 (H&W) **Total Spent: $25,541**
	6. Establish effective communication between schools and home.	Two Community Liaison positions; One Community Resources Coordinator position 2000-2999: Classified Personnel Salaries $160,000 3000-3999: Employee Benefits Other 80,000 **Total Anticipated: $240,000**	Maria Hoerni $55,188 + $35,796 (H&W) Alma Ruelas $22,071 + $4,565 (H&W) Ric Escobedo $80,335 + $38,842 (H&W) Total Salaries: $157,594 Total Benefits: $79,203 **Total Spent: $236,797**
Total for Goal II		**$155,000**	**TBA**

LCAP Goals, Actions and Expenditures
2014-15

III.	Improve a-g completion rates for Latino, ELL, SED and Special Ed	1. At the first sign of failure, require students to sign up to retake the course online e.g., student may retake 1st semester Alg I while continuing with 2nd semester	Invest in multiple online learning platforms, e.g., Odyssey Ware, APEX, EdReady 0001-0999: Unrestricted: Locally Defined Other 100,000 **Total Anticipated: $100,000**	OdysseyWare: $59,500 **Total Spent: $59,500**
		2. Create credit-recovery options for students on "academic probation", e.g. after-school online program managed and supervised by a cadre of certificated teachers	Pay teachers to run online grade/credit recovery programs after school 0001-0999: Unrestricted: Locally Defined Other 50,000 **Total Anticipated: $50,000**	0.2 Don Miller $24,480 + $3,608 (H&W) **Total Spent: $28,088**
		3. Counselors take a more active part in designing and following up on plans that help students overcome obstacles	No cost associated with this goal 0 **Total Anticipated: $0**	0 **Total Spent: $0**
		4. Counselors participate in professional development and training that increases their understanding of cultural values and family circumstances of their students	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other 10,000 **Total Anticipated: $10,000**	#26 New and Aspiring School leaders – Ariel Rojas $1995 #46 UC/CSU Conference – Ariel Rojas $988 #57 UC Conference – Marti McGuirk $50 #64 Preparate: Educating Latinos for the Future of America – Jacob Larin $1228 **Total Spent: $4261**

LCAP Goals, Actions and Expenditures
2014-15

	5. 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 1000-1999: Certificated Personnel Salaries $230,000 3000-3999: Employee Benefits Other 70,000 **Total Anticipated: $300,000**	0.2 Survey Comp Lit SD: S. Kahl $27,383.20 + $8,080.86 (H&W) 0.2 Comp WL SD: P. Price $25,591.00 + $8,843.09 (H&W) 0.2 WS SD: K. Heiken $15,760.60 + $5,840.30 (H&W) 0.2 CWI SD: S. Block $16,163.16 + $4,725.12 (H&W) 0.2 WS SK: J. Yick $19,858.60 + $7,352.27 (H&W) 0.2 SMV SK: J. Kwan $21,495.80 + $7,368.30 (H&W) 0.2 SWV SK: E. Tompkins $14,703.20 + $6,580.74 (H&W) 0.2 WL SK: C. Abel $19,037.60 + $6,220.20 (H&W) 0.4 WS SK: C. Wemmer $48,654.80 + $15,393.17 (H&W) Total Salaries: $208,648 Total Benefits: $70,404 **Total Spent: $279,052**
Total for Goal III		**$285,000**	**TBA**

LCAP Goals, Actions and Expenditures
2014-15

IV.	Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	1. Increase AP options for students at the 10th grade	New AP course offerings are being considered 0000: Unrestricted Other 100,000 **Total Anticipated: $100,000**	AP Physics I 0.2 Stephen Widmark $24,341 + $4,563 (H&W) 0.2 Gina Dunsmore $22,583 + $4,563 (H&W) Total Salaries: $46,924 Total Benefits: $ 9,126 **Total Spent: $56,050**
		2. Create AVID-like support classes for 1st time AP takers, including Intensive Boot Camps to help prepare students for rigors of AP	Support Classes for 1st time AP takers at MVHS & Boot Camp 0001-0999: Unrestricted: Locally Defined Other 150,000 **Total Anticipated: $150,000**	Bootcamp planned for this summer **Total Spent: $0**
		3. Continue EOS participation to increase Latino and low SED student representation in AP classes	Contract with EOS 5800: Professional/Consulting Services And Operating Expenditures Other 25,000 **Total Anticipated: $25,000**	EOS $19,569.14 **Total Spent: $19,569**
		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; understanding and compassion; diverse teaching strategies, hands-on, problem solving, and critical thinking; student engagement; flipped classroom: teachers make videos of their classes, students practice problems at home and use time in class more efficiently by interacting with their teacher and their peers	Professional Development: Outside workshops and conferences and direct, personalized support from our Teachers on Special Assignment (TOSAs/Common Core Coaches) 0001-0999: Unrestricted: Locally Defined Other 100,000 **Total Anticipated: $100,000**	Salaries 0.5 Shelley Carranza $47,794 + $8,529 (H&W) 0.5 Teri Faught $60,518 + $10,664 (H&W) 0.5 Joy Hellman $68,853 + $10,664 (H&W) Total Salaries: $177,165 Total Benefits: $29,857 **Total Spent: $207,022**

LCAP Goals, Actions and Expenditures
2014-15

	5. Provide motivational programs for students to help them see why school matters and why a 'growth mind-set' improves performance	Selected student groups, including all AVID students will participate in the National Mindset Pilot 0001-0999: Unrestricted: Locally Defined Other 20,000 **Total Anticipated: $20,000**	National Mindset Pilot – Stanford - Free **Total Spent: $0**
	6. Continue to provide support for teachers and opportunities to implement grading policy and practices that value growth and improvement over averaging grades, and encourages retakes and make ups	No expenditures required for this goal 0 **Total Anticipated: $0**	0 **Total Spent: $0**
	7. Increase the number of peer tutors available in tutorial center and assign peer tutors to work with students in support classes once a week; 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 Other **Total Anticipated: $170,000**	Quyen Nguyen $53,838 + $21,328 (H&W) George St. Clair $54,931 + $17,860 (H&W) Total Salaries: $108,769 Total Benefits: $39,188 **Total Spent: $147,957**
	8. Teachers set up "mock practice sessions" outside of school for AP tests and incentivize their students to participate	Incentivize teachers to work with EOS students outside of class 2000-2999: Classified Personnel Salaries Other 20,000 **Total Anticipated: $20,000**	Teachers volunteered their time **Total Spent: $0**
Total for Goal IV		**$490,000**	**TBA**

LCAP Goals, Actions and Expenditures
2014-15

V. Increase participation rates of Latino and other subgroups in co-curricular activity classes and programs, e.g., sports, performing arts, leadership	1. Diversify student activities to appeal to the interests of underrepresented students, including offering more non-competitive intra-mural activities	Increase the number of clubs and activities to engage more Underrepresented students in extra and co-curricular activities. Provide stipends to teachers where necessary for the supervision of such activities 1000-1999: Certificated Personnel Salaries Other 20,000 **Total Anticipated: $20,000**	Voluntary **Total Spent: $0**
	2. Reach out to feeder middle schools to recruit students for participation in activities	Transportation cost for articulation activities, including taking high school students to middle school campuses to talk with students about high school life and the plethora of activities available to students. 0001-0999: Unrestricted: Locally Defined Other 5,000 **Total Anticipated: $5,000**	Admin drove students – no cost **Total Spent: $0**
	3. Improve announcements and increase efficient use of the marquis	No cost associated with this goal 0 **Total Anticipated: $0**	0 **Total Spent: $0**
	4. Use the student newspaper to promote participation	No cost associated with this goal 0 **Total Anticipated: $0**	0 **Total Spent: $0**
	5. Representatives of clubs and other activities visit classrooms and speak at LUCHA events to inform and recruit students	No cost associated with this goal 0 **Total Anticipated: $0**	0 **Total Spent: $0**

	6. Consider bringing Mexico Lindo or similar dance classes back	Allocation of a section of dance one each one of our comprehensive sites 1000-1999: Certificated Personnel Salaries Other 50,000 **Total Anticipated: $50,000**	Still working on it – could not find teacher **Total Spent: $0**
Total for Goal V		**$425,000**	**TBA**

Appendix

2. Goals & Actions 2014-15 – with evidence of completion from sites

LCAP Goals and Actions with evidence of completion from sites
2014-15

GOALS	ACTIONS	MVHS Evidence/Support	LAHS Evidence/Support	AVHS Evidence/Support
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.	1. Motivate students and celebrate their successes more often, more regularly and publicly	1. 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.	1. 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.)	1. 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.
	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	2. While we are not currently using Khan Academy, MVHS has been using other resources this year specifically targeted for Algebra 1, Geometry and Algebra 2 for on-line support. In particular, the entire Mathematics department is using KUTA software and Dan Meyers videos for hands on/Common Core designed lessons.	2. Not at this time.	2. Khan Academy is the foundation of the math homework each student is expected to do.

LCAP Goals and Actions with evidence of completion from sites
2014-15

	3. Create a climate where teachers share responsibility for student success with their students and develop strategically deployed interventions to improve performance.	3. On-going work with the department as a whole.	3. We currently have a 9th and 10th grade homework club where classroom teachers volunteer to help students after school with their homework.	3. 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.
	4. To that end, teachers receive training and feedback in the use of effective teaching practices	4. With both administration and work with the IST team (particularly Shelley Carranza) teachers have received training and feedback throughout the school year. Many MVHS Mathematics teachers attended either the Palm Springs or Asilomar training in Mathematics this school year.	4. 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.	4. The IST team has visited our math classroom on a number of occasions this year.
	5. Provide support classes for struggling students in math and summer remediation opportunities for students	5. MVHS is currently offering support classes in Geometry, Algebra 1 Enhanced, Algebra 2 Enhanced A and B, and Math Mastery. MVHS is	5. The District continues to offer summer school for students who need remediation.	5. All of our classes are designed for the struggling math student since most of our students are at risk academically. Summer school is

		currently examining a restructuring of the support program as well to match the greater needs of the students. The district continues to offer summer school courses to meet the needs of students requiring remediation.		always an option for our students.
	6. Teachers spend time in class helping students develop productive "Habits of Mind", and demonstrate and reinforce practices that successful students employ on a regular basis	6. On-going support and staff development throughout the school year to develop a positive "Habits of Mind" on the campus as a whole. Staff Development was created for all MVHS teachers in August. This continues to be a major point of emphasis in all classes. Staff development has also centered on "Stereotype Threat" on-campus to support all students, especially centered on the target students that are	6. All staff members have read *Mindset* by Carol Dweck and continue to look for ways to encourage students to "practice" their learning. Our Stress Innovation Team is looking at Mindfulness practices and how we might be able to incorporate these into our classrooms. Student clubs also address this issue and have sponsored a variety of stress-reduction activities.	6. Developing positive habits of mind traits is an integral part of the AVHS program as many of our students have given up on themselves academically.

		taking Advanced Placement courses for the first time.		
	7. Offer "math only" homework clubs, supervised by math teachers, and featuring Latino peer tutors, or Latino college tutors. Consider paying teachers to spend a few hours after school and in the evenings at the new Teen Center and in public libraries to help students with homework.	7. "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.	7. 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 the700 building. (Most of these students are enrolled in Algebra II.)	7. 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.
	8. As a means to motivate students to take advantage of homework club and peer tutoring, the district will consider granting students elective credit for going to the Tutorial Center, to homework Club, or to other support programs. Credits will be determined on the basis of 15 hours of	8. We are offering credit for students that are enrolled in "supervised study" and have increased the numbers of supervised study that is offered within the day.	8. Students who serve as Peer Tutors do receive elective credit when they work in the Tutorial Center and/or with specific programs (AVID, Double Math, Social Studies, English, The Academy)	8. Students earn credit for the extra time they spend completing work in the afternoon tutorial time.

	productive work equaling 1 unit of credit.			
	9. Reduce Class Sizes in math classes to make learning more interactive and to provide more personalized support for students in class	9. 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.	9. 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	9. Currently, average math class size is 15.
	10. Provide in-class support for individual students by placing instructional assistants in certain intervention classes	10. We currently have Instructional support in our Enhanced Math courses and in Math Lab.	10. We currently have IA in both math and our double period Social Studies classes. They support the teacher in providing more hands on help for students.	10. Our regular education math classes have an aide, as well as community volunteers working with students on a daily basis.

	11. Special Education students have the option to sign up for a two-year algebra program that combines algebra one and two	11. We do offer Basic Pre-Algebra, and an Algebra Program that breaks Algebra 1 into a two year sequence.	11. We do not offer a two-year Algebra I/II program.	11. Our special education students have access to a variety of math courses to meet their individual needs.
	12. Provide parent education (evening seminars) to increase awareness of the importance of academic achievement and to give parents practical hints on how they can support their children	12. At our January PTSA meeting, the Department Coordinator in Mathematics and select students spoke at the general meeting about mathematics at MVHS. The event was very well attended by parents in our community.	12. We have an extensive parent education program for all of our parent groups. For our target populations, we have a strong LUCHA parent education component. This year our Special Education Coordinator put together a class to work with parents on school refusal and parenting skills and strategies.	12. We offer parent nights on a quarterly basis to address a range of issues important to our parents.
	13. Send out automated, weekly progress reports to students and parents, updating them on their progress	13. Send out automated, weekly progress reports to students and parents, updating them on their progress.	13. Our teachers are committed to updating their students' SIS accounts every two weeks at a minimum.	13. We have a bi-monthly progress report program that will be available to parents online by the end of this school year.

	14. Provide support classes for struggling students in math and summer remediation opportunities for students			

LCAP Goals and Actions with evidence of completion from sites
2014-15

GOALS	ACTIONS	MVHS Evidence/Support	LAHS Evidence/Support	AVHS Evidence/Support
2. Improve the performance of English Language Learners on all board adopted indicators of student success			While we recognize that there are students who require language acquisition, we currently do not have a formal ELD Program at LAHS. Due to an OCR concern, students who live in the LAHS attendance area can request to attend LAHS regardless of the English Language needs. We meet student's language acquisition needs through double period support classes at the 9th grade and through the Academy during their 10th, 11th and 12th grades. Support can include Survey Skills, World Lit Skills, Homework Club, Tutorial Center, Supervised Study, a Language Acquisition course for our Special Education students and tutorially in the Academy program.	
	1. Accelerate language acquisition by requiring lab time for EL students using resources such as	1. While MVHS is not currently using Rosetta Stone	1. We do not offer this type of support.	1. This does not apply to AVHS

	Rosetta Stone, etc. 2. Set up a buddy system where English Learners are paired with English-only speakers for tutorials and peer assistance 3. Provide structured English Language support for students at AVHS 4. Extended academic year for students to minimize loss of learning over the summer 5. Accelerate the acquisition of Academic Language	2. We have not implemented a buddy system this year. 3. This does not apply to MVHS. 4. The District offers summer school for student who need remediation support/services. 5. MVHS began to offer a Life Science course this year designed for LEP 1 and LEP 2 students. In the 2015-2016 school year, LEP 1 & 2 students will have the opportunity to take an ELD Social Science Skills	2. We do not offer this type of support. 3. This does not apply to LAHS. 4. The District offers summer school for student who need remediation support/services. 5. We offer a course in Academic Language in our Special Education curriculum as most of our Level I and II English Acquisition Learners are enrolled in our Special Education Program.	2. This is often done when an appropriate match can be found. 3. 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. 4. The District offers summer school for student who need remediation support/services. 5. This was the focus of our PD time a few years ago and an effort is made to work on academic language development on all of our classes.

		course for the first time. MVHS has continued to offer SDAIE courses in virtually most content areas for academic language development.		

LCAP Goals and Actions with evidence of completion from sites
2014-15

GOALS	ACTIONS	MVHS Evidence/Support	LAHS Evidence/Support	AVHS Evidence/Support
3. Improve a-g completion rates for Latino, ELL, SED and Special Ed	1. At the first sign of failure, require students to sign up to retake the course online e.g., student may retake 1st semester Alg I while continuing with 2nd semester.	1. 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.	1. We did this several years ago when there was a specific need for this type of remediation.	AVHS does not offer A-G course work at this time.
	2. Create credit-recovery options for students on "academic probation", e.g. after-school online program managed and supervised by a cadre of certificated teachers.	2. We work closely with students and offer an on-line learning option at school. We also work closely with our Adult Education School.	2. We work closely with students and offer an on-line learning option at school. We also work closely with our Adult Education School.	
	3. Counselors take a more active part in designing and following up on plans that help students overcome obstacles	3. 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.	3. 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.	
	4. Counselors participate in professional development and training that increases their understanding of cultural values and family circumstances of their students	4. 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.	4. 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.	
			5. We are currently exploring adding Algebra II to our Special Education math offerings. We are also considering changing the order we offer math classes in Special Ed.	

LCAP Goals and Actions with evidence of completion from sites
2014-15

GOALS	ACTIONS	MVHS Evidence/Support	LAHS Evidence/Support	AVHS Evidence/Support
4. Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	1. Increase AP options for students at the 10th grade	1. 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.	1. 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.	AVHS does not offer AP classes.
	2. Create AVID-like support classes for 1st time AP takers, including Intensive Boot Camps to help prepare students for the rigors of AP	2. 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	2. We have been talking to staff about a summer Boot Camp.	

		addition of an AP Bridge course in early August to support the newest targeted students.		
	3. Continue EOS participation to increase Latino and low SED student representation in AP classes	3. We are not planning on participating in this program for the 2015/16 school year but we will continue to monitor the participation rates of all sub groups in AP courses to meet equity.	3. We are not planning on participating in this program for the 2015/16 school year.	
	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; understanding and compassion; diverse teaching strategies, hands-on, problem solving, and critical thinking; student engagement; flipped classroom: teachers make videos of their	4. 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	4. Our Professional Development Innovation Team plans and implements PD plans that encompass these areas. Technology and assessment continue to be the major emphasis of our PD work.	

	classes, students practice problems at home and use time in class more efficiently by interacting with their teacher and their peers	Equity Workshop for new teachers.		
	5. Provide motivational programs for students to help them see why school matters and why a 'growth mind-set' improves performance	5. Course teams (especially in English) have developed curriculum to support a growth mindset. This curriculum has been shared school wide at Staff Meetings. AVID students have received information about "stereotype threat" and "Growth Mindset."	5. Students are offered a variety of opportunities to practice "growth mind-set" throughout the year. (PERTS/ Camp Diversity/Whole-School Activities such as Integrity Day and the use of Naviance for a variety of career and interest inventories.)	
	6. Continue to provide support for teachers and opportunities to implement grading policy and practices that value growth and improvement over averaging grades, and encourages retakes and make ups	6. Course teams are required to provide a consistent grading practices and alignment. Virtually all departments allow students opportunities for revision and test re-takes as per the MVLA Grading Policy.	6. We currently have course teams looking at grades, assessment and policies regarding retakes and make-up. At LAHS, this work continues to be directed by each course team/department.	

	7. Increase the number of peer tutors available in tutorial center and assign peer tutors to work with students in support classes once a week; make lunch-time tutorials available and incentivize students to make use of all the opportunities that exist to receive extra help	7. We have increased the number of peer tutors in Academic Skills courses, such as World Studies Skill, Algebra 1 Enhanced, and in AVID courses.	7. 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.	
	8. Teachers set up "mock practice sessions" outside of school for AP tests and incentivize their students to participate	8. (Same as Los Altos HS) 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.	8. 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.	

LCAP Goals and Actions with evidence of completion from sites
2014-15

GOALS	ACTIONS	MVHS Evidence/Support	LAHS Evidence/Support	AVHS Evidence/Support
5. Increase participation rates of Latino and other subgroups in co-curricular activity classes and programs, e.g., sports, performing arts, leadership	1. Diversify student activities to appeal to the interests of underrepresented students, including offering more non-competitive intra-mural activities	1. With the addition of our Leadership class in 2011-12, MVHS has continued to reach out to underrepresented leaders on campus. The activities created by our Leadership class continue to address the needs of a diverse group of students on campus. More "homeroom activities" and alternative activities such as video game tournaments, Battle of the Bands, and Service Learning Projects have supplemented our more traditional lunchtime activities, dances, and class socials, and as such have extended the group of students participating in our activities. Our ASB class has also continued to try to reach out to underrepresented groups by adding board games to our dances, regularly	1. This is an area that we continue to work on. Both ASB and student clubs are reaching out to underrepresented students to include them in more activities.	The AVHS student body is approximately 80% Latino or other subgroup so all of our co-curricular classes and programs are filled with these target groups.

		visiting our special education day classes, and diversifying their activities as well.		
	2. Reach out to feeder middle schools to recruit students for participation in activities	2. MVHS continues to foster multiple activities to support our 8th graders as they transition into high school. Along with representatives from LAHS, our Ambassadors Club visits all of our partner schools to preview the courses offered at MVHS, to answer questions about the middle school students' general fears and concerns, and to encourage students to get involved when they come to high school. Our Freshmen Orientation program (Link Crew) along with new student potlucks and specific activities geared toward our freshmen (such as Courses and Cookies discussions to prepare for course selections) are structured in ways	2. Ambassadors from ASB, LSU and AVID visit our partner schools to encourage students to get involved when they come to high school. In the Spring, we have a Latino Summit and students and families from our partner schools are invite to attend. At this summit students and staff present mini-workshops on academics, focusing on creating a college attendance culture.	

		to reach out to the entire student body. This year, we incorporated two extra transition retreats (one for 10th -12th grade transfer students and another for 9th graders entering MVHSD from Private Schools) to help tailor our programs to diverse student groups. MVHS also continues to have a Shadow Day where students from the private middle school scan visit our campus for a day. Finally, our ASB program has been working with Crittenden Middle School (our feeder school with the most Latino and African-American students) to foster more leadership in our Freshmen. Last year and this year, MVHS ASB hosted a Leadership retreat with the Crittenden Leadership classes to build more inclusion and opportunity for		

		incoming students.		
	3. Improve announcements and increase efficient use of the marquis	3. MVHS continues to use the Daily Bulletin, posters, fliers, our elists, our marquee, our Congressional Meetings, Broadcasting (our daily news show), and the Oracle (our newspaper) to advertise and announce activities. The Oracle and ASB have greatly improved their websites. Our Oracle has also included an upcoming events section to increase awareness of events.	3. We have added an additional marquee in the Quad and post pictures and announcements from 7:30 am – 8:30 pm. We are now using more video announcements and the *Talon* staff has taken one day a week to compile and film the announcements.	
	4. Use the student newspaper to promote participation	4. The Oracle continues to feature clubs, events, activities, and people on campus in every print issue and online. Moreover, many of the Oracle's articles are in-depth perspectives and features on various student activities and opportunities on and	4. The Talon is very proactive not only in promoting activities on campus but also in getting important issues out to students, staff and our community.	

		off campus. Our Oracle has also made a concerted effort this year to publish multiple Spanish language articles online and in print. This year, the Oracle has included articles in Spanish that are about general school events and activities in addition to articles specific to content relevant to our Latino community.		
	5. Representatives of clubs and other activities visit classrooms and speak at LUCHA events to inform and recruit students	5. This is an area that could use more focus. One of our counselors have been a main conduit for communicating the activities and events on campus to our Spanish speaking families, and our community liaison continues to advertise school events and activities. Where we can improve the most is involving students and clubs in reaching out to our community. Students and staff are	5. Students and staff are invited to speak at LUCHA meeting and share resources and events.	

		invited to speak at LUCHA meeting and share resources and events.		
	6. Consider bringing Mexico Lindo or similar dance classes back	6. Two years ago, we brought a Folklorico dance group on campus and tried to establish a student group to take up dancing. Due to low student participation, we didn't continue this activity this year. MVHS has hired a new community liaison who is a member of a Mexican dance group, and we have changed the title and curriculum of one of our dance classes to World Dance to honor the diversity of cultural dance.	6. For the past five years we have been looking for someone to teach this class. We would love nothing better than to be able to offer some type of dance class that highlights cultural dance for our students.	

Appendix

3. Goals & Actions 2015-16 (Executive Summary)

LCAP Goals and Actions
Executive Summary
2015-16

Goals	Actions
I. 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.	I. 1. Recognize student achievement at events throughout the year, e.g., Latino Summit, Latino Awards Assembly, Senior Awards, etc.
	I. 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
	I. 3. Teachers at the course team level collaborate to identify best practices and employ proven intervention strategies to improve student learning and performance
	I. 4. Teachers receive training, coaching and specific, personalized feedback in the use of effective teaching practices; IST coach develops model lessons and SBAC-related practice items and makes these available to teachers through a 'math blog'.
	I. 5. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students
	I. 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 .

	I. 7. Pilot a new algebra I curriculum 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
	I. 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

LCAP Goals and Actions
Executive Summary
2015-16

II.	Improve the performance of English Language Learners on all board adopted indicators of student success	II. 1. A new textbook has been 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
		II. 2. Pair English Learners with English-only speakers and other bi-lingual students for tutorials, peer assistance, and to practice day-to-day conversation
		II. 3. Continue to provide structured English Language support for students at AVHS
		II. 4. Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer.
		II. 5. Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed
		II. 6. Offer more parent education workshops including topics to help parents set limits for their students, e.g.; limit the use of social media at home and at school, define and enforce appropriate use of social media
		II. 7. Establish effective communication between schools and home.
III.	Improve a-g completion rates for all students, in particular, Latino, ELL, SED and Special Ed students	III. 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

	III. 2. Ensure that most, if not all courses offered at the high school are on the UC a-g list
	III. 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
	III. 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
	III. 5. Offer parent education workshops and stress the importance of a-g completion in all parent events and at the Latino Summit
	III. 6. Skills classes in Language Arts and Social Studies to support underperforming students' academic progress with the goal of getting them college-ready.
IV. Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	IV. 1. Add more accessible and appropriate AP classes as a means to increase options for students
	IV. 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

	IV. 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
	IV. 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
	IV. 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
	IV. 6. Teachers set up "mock practice sessions" outside of school for AP tests and incentivize their students to participate in these sessions
V. 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.	V. 1. Board adopts a new Homework Policy
	V. 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
	V. 3. School sites engage their stakeholders in further input meetings to determine origin of stress and the promotion of wellness
	V. 4. Review of current course offerings and consideration of other/new courses that appeal to the student in the middle

	V. 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
	V. 6. Provide opportunities for students to learn appropriate ways to handle and manage stress
	V. 7. Continue to increase Mental Health Services and counseling on our campuses

Feedback from Stakeholder to inform the 2015-16 LCAP:
LUCHA/El Cafecito • **Educate Latino parents on the importance of students completing a-g requirements** • **Support for 1st time AP takers** • **Teachers raising expectations for Latino students** • **Improve 'marketing' of co-and extra curricular activities and improve recruitment process** • **Increase support classes for underachieving students** • **More leadership summits for parents and students** • **More of a focus on the needs of Latino students in transition activities with feeder middle schools, e.g., translation when HS principals go out to talk with 8th grade parents** • **Summer enrichment opportunities** • **Limit the use of computers in class. There should be room for discussion, lecture, practice, collaboration, and not just staring at a computer screen all day long**

LCAP Goals and Actions
Executive Summary
2015-16

PTSA

- **Reduce student stress; adopt homework policy and develop and implement plan that coordinates due dates for arrangements and tests**
- **Continue collaboration with middle schools**
- **Explore a-g track for AVHS**
- **Consider changing sequence of algebra, offering algebra one and two in consecutive years**
- **Continue to refine grading practices, and allowing for retakes of exams in 9th and 10th grade, but tightening up in 11th and 12th grade**
- **Enforce course team commitments**
- **Course options for "the kid in the middle"; AP too rigorous, college prep too easy and uninspiring**
- **AVID-like cohort structure for first-time AP takers**
- **Tutorial support as a supplement and alternative to the Tutorial Center**
- **Elective Course to build students' mindfulness, confidence, and provide study and organizational skills, especially for freshmen, and for the 'kid in the middle'; more elective options, e/g/, applied academics**

MV-LA SITE ADMIN

- **New Algebra I curriculum**
- **Extended school year for struggling students**

ASB/Newspaper/Yearbook – MV/LA

- **Continue work on improving identity safety on campus**
- **Learn from schools that have model programs for target populations with documented success**
- **Upper classmen in math classes for extra support**
- **Pairing ELLs with bi-lingual students, rather than English-Only**
- **Don't just offer a-g classes; students need classes that are interesting, stimulating and creative and provide a break from heavy academics**
- **Intramural sports**
- **More opportunities for students to develop positive 'habits of mind'**
- **Peer tutoring system with bilingual students in English language learning classes**
- **Add more 0 period core classes to free up periods in schedule for electives**

LCAP Goals and Actions
Executive Summary
2015-16

District Teachers Association • **Expanding support classes for struggling students** • **Reduce class size** • **A stronger system to evaluate program effectiveness and discussing performance results with teachers** • **Investigation other on-line platforms for English Language Learners, e.g., Duolingo** • **AP and Pre-AP training, perhaps during the summer**
DELAC • **Offer math, science and English classes during the summer to help students get ready for fall** • **Many students come to high school ill prepared for the rigors of high school. Expectations differ greatly. Continue to work closely with feeder middle schools to align curriculum, instruction and assessment.** • **Hire an outside consultant to review our services for ELL and recommend strategies for improvement** • **Offer parenting workshops, including how parents can set limits, and help their students using social media in positive and acceptable ways** • **Ensure that there is always bilingual interpreting available when administrators and staff attend parent meetings at the middle schools**

Appendix

4. Performance Data by District

Student Outcomes
2012-2013
MVLA District

	Student Achievement																													Student Engagement					School Climate		Local Indicators						
	[2]CST ELA % Proficient/Advanced Reported for all students tested and each subgroups			[2]CST MATH % Proficient/Advanced Reported for all students tested in each Math subgroup								[3]Growth API	[4a]A-G Completion Graduating Seniors %	[5]EL's Proficient in English %	[4c]EL's Redesig. %	[4b]AP (29 unique AP Subjects, 99 total sections)							[4]College & Career Ready					[7]Attendance %	[3]Truant #/%	[8]Chronic Absenteeism #/%	[9]Drop Out #/%	[4c]Graduating Seniors #/%	[3]Suspended #/%	[3]Expelled #/%	[4]Total GPA Graduating Seniors		[4]Alg II/IIH C or Better % Seniors	[4]Freshman GPA >= 2.0 Unweighted %	[4]Freshman 1 or more F's, end of 1st year %	[4]CAHSEE 10th Grade % Pass	
				Alg I		Geom		Alg II		HSM						Enrollment in 1 or more AP courses			Test Takers																						
[1]Enrollment Oct. 2012	9th Grade	10th Grade	11th Grade	#/% Tested	% Prof	#/% Tested	% Prof	#/% Tested	% Prof	#/% Tested	% Prof					# of stu enrolled	% of population	% Total AP takers	# of test takers	% of population	% of Test Takers	Score 3+ %	Senior Class size #	Math #	Math %	English #	English %								Weighted	Unweighted				Math	English
All 3734	84	77	72	239/9%	22	735/27%	50	742/27%	55	708/26%	66	870	72	NA	NA	1349	36	-	1192	32	-	87	840	502	60	555	66	97	338/9%	200	28/<1%	830/94%	114/3%	0	3.47	3.26	76	94	6	93	92
Asian 796/21%	92	91	83	11/<1%	45	144/5%	69	182/7%	73	230/8%	77	939	91	NA	NA	410	52	30	388	49	33	87	184	152	83	151	82	NA	NA	13/<1%	2/<1%	181/98%	*	0	3.83	3.52	86	99	2	98	98
Caucasian 1813/49%	93	88	81	59/2%	20	364/13%	31	371/13%	58	406/15%	62	909	81	NA	NA	754	42	56	661	36	55	89	423	304	72	342	81	NA	NA	78/39%	9<1%	421/97%	14/<1%	0	3.58	3.36	88	98	4	98	97
Latino 891/24%	63	43	33	144/5%	20	177/6%	18	132/5%	29	33/1%	39	731	36	NA	NA	133	15	10	102	11	9	61	183	31	17	44	24	NA	NA	92/46%	14	178/87%	64/7%	0	2.91	2.82	46	84	13	78	76
ELL 372/10%	18	5	5	48/2%	8	37/1%	8	28/<1%	4	11/<1%	9	684	17	132/49%	42/11%	20	5	1	11	3	<1	79	63	2	3	0	0	NA	NA	53/27%	NA	54/73%	NA	0	2.70	2.68	19	71	21	53	34
SED 661/18%	54	41	33	111/4%	19	131/5%	10	101/4%	33	38/1%	58	720	34	87/46%	NA	95	14	7	83	13	7	59	151	28	19	36	24	NA	NA	70/35%	15/2%	148/76%	NA	0	2.95	2.87	41	82	15	75	70
Fstr/Hmlss 80/2%	67	42	57	5/<1%	40	22/<1%	14	4/<1%	50	7/<1%	57	NA	32	20/36%	NA	10	13	<1	10	13	<1	64	22	3	14	4	5	NA	NA	14/7%	NA	19/73%	NA	0	2.87	2.80	43	89	0	72	72
Sp.Ed 413/11%	52	32	45	37/1%	8	42/2%	14	20/<1%	20	16/<1%	25	627	29	19/37%	NA	7	2	<1	5	1	<1	89	95	9	9	12	13	NA	NA	58/29%	4/<1%	38/78%	NA	0	2.90	2.89	42	91	4	63	56

Underline: Correction

* Denotes small number of students less than 10 by CDE

NA: Not available/applicable

Red highlights indicate low performance.

[1]Enrollment represents students present on CBEDS Day, Oct. 2, 2012.

[2]CST ELA and Math data taken from Spring 2013 STAR results except foster/homeless data (Aeries query). Foster/Homeless CST ELA: 9th grade - 15 tested; 10th grade -19 tested; 11th grade - 14 tested. Percent tested based on total 9th, 10th and 11th graders enrolled during testing (2,767).

[3]CDE (California Department of Education) DataQuest: Includes students with at least one truancy. Truancy is defined as having three unexcused absences on three full school days or absent/tardy for more than 30 minutes without excuse on three ocasions.

[4]Aeries query: Alg II/IIH percentage taken from CBEDS day enrollment, Freshman GPA and 1 or more F's percentages are taken from end of year data, CAHSEE 10th grade percentages are taken from official score reports except foster/homeless data which is queried

[4a]Aeries query: A-G completion - end of year graduates only - percentages taken from *graduating* class size. Percent of graduating seniors taken from total number of 12th graders, queried 8/28/13. Does not include mid-year graduates.

[4b]Aeries query: School-wide percentages taken from total enrollment Oct. 2012. All other percentages are taken from total enrolled or total test takers.

[4c]Aeries query: Percentage taken from CBEDS enrollment number

[5]CELDT EL's Percent Proficient includes annual and intial assessments during annual assessment window in 2012 (Aeries query). Percentage taken from total EL's tested: 271, total SED EL's: 190, total Fstr/Hmlss EL's: 56 and total SPED EL's: 52.

[6]College & Career Readiness: Class size taken from query on 5/8/14. Percent of students who are college ready measured by EAP, AP, SAT and ACT standards. For college readiness in math, one of the following: 550 or higher SAT I Math portion, 550 or higher SAT II (level 1 or level 2), 23 or higher on ACT math, 3 or higher on Advanced Placement Calculus or Statistics OR ready for college on EAP Math. For college English readiness, one of the following: 500 or higher on the SAT I Critical Reading, 22 or higher on ACT English, 3 or higher on Language & Composition or Literature & Composition OR college ready on EAP English.

[7]Represents attendance during CBEDS month of October. Percentage is actual attendance from possible attendance.

[8]Chronic absenteeism defined as receiving the third truancy letter notification, Aeries query.

[9]SED & SPED Drop out data taken from certified CALPADS report, Fall One 2013-14. Ethnic breakdown taken from CDE DataQuest. Drop out percentages taken from enrollment totals.

Student Outcomes
2013-14
MVLA District

	Student Achievement															Student Engagement					School Climate		Local Indicators						
				[4b]AP (29 unique AP Subjects, 99 total sections)							[6]College & Career Ready												[4]Total GPA Graduating Seniors		[4]Alg II/IIH C or Better % Seniors	[4]Freshman GPA >= 2.0 Unweighted %	[4]Freshman 1 or more F's, end of 1st year %	[4]CAHSEE 10th Grade % Pass	
				Enrollment in 1 or more AP courses			Test Takers					Math		English															
[1]Enrollment Oct. 2013	[4a]A-G Completion Graduating Seniors %	[5]EL's Proficient in English %	[4c]EL's Redesig. %	# of stu enrolled	% of population	% Total AP takers	# of test takers	% of population	% of Test Takers	Score 3+ %	Senior Class size #	#	%	#	%	[7]Attendance %	[3]Truant #/%	[8]Chronic Absenteeism #/%	[9]Drop Out #/%	[4a]Graduating Seniors #/%	[3]Suspended #/%	[3]Expelled #/%	Weighted	Unweighted				Math	English
All 3766	77	NA	NA	1561	41	-	1362	36	-	84	846	562	66	565	67	97	NA	268	NA	850/94%	36/1%	0	3.44	3.23	75	95	7	94	92
Asian 796/21%	88	NA	NA	478	60	31	445	56	33	87	204	169	83	162	79	NA	NA	33/12%	NA	202/96%	NA	0	3.77	3.46	84	98	4	100	95
Caucasian 1780/47%	86	NA	NA	845	47	54	734	41	54	86	426	333	78	345	81	NA	NA	90/34%	NA	427/98%	NA	0	3.61	3.38	85	99	1	98	98
Latino 939/25%	40	NA	NA	175	19	11	135	14	10	71	167	37	22	37	22	NA	NA	116/43%	NA	151/82%	NA	0	2.77	2.70	43	87	17	82	81
ELL 328/9%	13	125/50%	47/13%	30	9	2	15	5	1	71	61	2	3	0	0	NA	NA	56/21%	NA	153/85%	NA	0	2.54	2.52	15	85	26	50	29
SED 662/18%	49	77/48%	NA	94	14	6	102	15	7	66	113	32	28	26	23	NA	NA	97/36%	NA	125/93%	NA	0	2.84	2.77	44	86	18	72	75
Fstr/Hmlss 85/2%	41	6/30%	NA	11	13	<1	13	15	1	85	17	4	24	6	35	NA	NA	8/3%	NA	17/100%	NA	0	2.94	2.86	39	88	6	55	70
Sp.Ed 434/12%	53	26/33%	NA	19	4	1	13	3	1	78	82	14	17	15	18	NA	NA	76/28%	NA	72/86%	NA	0	2.84	2.82	67	81	13	63	64

Underline: Correction

NA: Not available/applicable

Red highlights indicate low performance.

[1]Enrollment represents students present on CBEDS Day, Oct. 1, 2013.

[3]CDE (California Department of Education) DataQuest: Includes students with at least one truancy. Truancy is defined as having three unexcused absences on three full school days or absent/tardy for more than 30 minutes without excuse on three ocasions.

[4]Aeries query: Alg II/IIH percentage taken from CBEDS day enrollment, Freshman GPA and 1 or more F's percentages are taken from end of year data, CAHSEE 10th grade percentages are taken from official score reports except foster/homeless data which is queried

[4]Aeries query: Alg II/IIH percentage taken from CBEDS day enrollment, Freshman GPA and 1 or more F's percentages are taken from end of year data, CAHSEE 10th grade percentages are taken from official score reports except foster/homeless data which is queried

[4b]Aeries query: School-wide percentages taken from total enrollment Oct. 2013. All other percentages are taken from total enrolled or total test takers.

[4c]Aeries query: Percentage taken from CBEDS enrollment number

[5]CELDT EL's Percent Proficient includes annual and intial assessments during annual assessment window in 2013 (Aeries query). Percentage taken from total EL's tested: 3, total SED EL's: 3, total Fstr/Hmlss EL's: and total SPED EL's: .

[6]College & Career Readiness: Class size taken from query on . Percent of students who are college ready measured by EAP, AP, SAT and ACT standards. For college readiness in math, one of the following: 550 or higher SAT I Math portion, 550 or higher SAT II (level 1 or level 2), 23 or hig
3 or higher on Advanced Placement Calculus or Statistics OR ready for college on EAP Math. For college English readiness, one of the following: 500 or higher on the SAT I Critical Reading, 22 or higher on ACT English, 3 or higher on Language & Composition or Literature & Composition

[7]Represents attendance during CBEDS month of October. Percentage is actual attendance from possible attendance.

[8]Chronic absenteeism defined as receiving the third truancy letter notification, Aeries query.

[9]SED & SPED Drop out data taken from certified CALPADS report, Fall One 2014-15. Ethnic breakdown taken from CDE DataQuest. Drop out percentages taken from enrollment totals.

Appendix

5. Performance Data by Site

Student LCAP Outcomes
2012-13 and 2013-14
MVHS

Enrollment		Student Achievement/Advanced Placement (18 AP Subjects, 45 sections)													
		Enrollment in 1 or more AP courses						AP Test Takers/Test Scores							
		# of stu Enrolled in 1 or more AP course #		% of Population %		% of Total AP Takers %		# of Test Takers #		% of Population %		% of Total Test Takers %		Score 3+ %	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1852	All 1838	688	807	37	44	-	-	599	707	32	38	-	-	89	85
Asian 402/22%	Asian 411/22%	191	244	48	59	28	30	182	223	45	54	30	32	89	88
Caucasian 952/51%	Caucasian 910/50%	398	435	42	48	58	54	348	380	37	42	58	54	90	88
Latino 372/20%	Latino 384/21%	67	89	18	23	10	11	43	76	12	20	7	11	53	70
ELL 234/13%	ELL 216/12%	15	27	6	13	2	3	8	15	3	7	1	2	82	71
SED 305/16%	SED 298/16%	46	50	15	17	7	6	40	70	13	23	7	10	58	59
Fstr/Hmlss 32/2%	Fstr/Hmlss 38/2%	4	5	13	13	<1	<1	3	7	9	18	<1	1	33	100
Sp.Ed 196/11%	Sp.Ed 111/6%	4	8	2	7	<1	1	2	5	1	5	<1	<1	100	60

Areas of Concern
Improvement
No Change

Underline: Correction

Red indicates low performance

NA: Not available/applicable

Note: A-G completion percentages are based on class sizes queried on a different date than what is shown here.

Student LCAP Outcomes
2012-13 and 2013-14
MVHS

	Senior Class Achievement																			
	Senior Class Size #		A-G Completion Graduating Seniors #/%		Total GPA Graduating Seniors Weighted		Total GPA Graduating Seniors Unweighted		Alg II/IIH C or Better % Seniors		Graduation Rate #/%		College & Career Ready (EAP) Math #		College & Career Ready (EAP) Math %		College & Career Ready (EAP) English #		College & Career Ready (EAP) English %	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All	425	428	302/74%	310/76%	3.42	3.47	3.21	3.25	78	75	407/98%	406/95%	255	278	60	65	279	281	66	66
Asian	88	106	75/87%	85/84%	3.76	3.73	3.46	3.43	90	87	86/99%	100/94%	68	84	77	79	68	79	77	75
Caucasian	231	235	178/79%	190/83%	3.51	3.58	3.29	3.35	88	86	224/99%	228/97%	160	168	69	71	179	176	77	75
Latino	68	63	28/46%	19/35%	2.94	2.71	2.82	2.61	53	26	61/92%	54/86%	**15**	14	**22**	22	**17**	14	**25**	22
ELL	32	39	**7/29%**	6/21%	2.68	2.49	2.66	2.46	**18**	17	24/80%	28/72%	**2**	2	**6**	5	**0**	0	**0**	0
SED	68	50	26/43%	19/43%	2.92	2.84	2.81	2.75	48	31	60/74%	44/88%	**16**	12	**24**	24	**20**	10	**29**	20
Fstr/Hmlss	8	10	**3/33%**	5/50%	2.86	3.09	2.79	2.98	83	36	6/60%	10/100%	**2**	3	**25**	30	**2**	4	**25**	40
Sp.Ed	39	40	**4/22%**	8/47%	2.87	2.82	2.86	2.81	**37**	78	18/100%	30/75%	3	5	**8**	13	**3**	5	**8**	13

Areas of Concern
Improvement
No Change

Underline: Correction

Red indicates low performance

NA: Not available/applicable

Note: A-G completion percentages are based on class sizes queried on a different date than what is shown here.

Student LCAP Outcomes
2012-13 and 2013-14
MVHS

Enrollment		Other Academic Indicators																							
		CST ELA 2013 % Proficient/Advanced Reported for all students tested and each subgroups			CST MATH 2013 % Proficient/Advanced Reported for all students tested in each Math subgroup								CAHSEE 10th Graders % Pass				Freshman GPA >= 2.0 Unweighted %		Freshman 1 or more F's end of 1st year %		EL's Proficient in English #/%		EL's Redesig. #/%	
					Alg I		Geom		Alg II		HSM		Math		English									
		9th Grade	10th Grade	11th Grade	#/% Tested	% Prof	#/% Tested	% Prof	#/% Tested	% Prof	#/% Tested	% Prof												
2012-13	2013-14	2012-13											2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1852	All 1838	82	74	72	90/7%	26	319/23%	46	391/29%	49	380/28%	64	91	92	88	88	92	93	9	6	NA	NA	NA	NA
Asian 402/22%	Asian 411/22%	88	88	78	7/<1%	57	64/5%	63	102/7%	66	117/9%	76	97	100	97	92	100	99	3	3	NA	NA	NA	NA
Caucasian 952/51%	Caucasian 910/50%	92	88	76	17/1%	18	159/12%	55	208/15%	45	230/17%	59	98	99	95	98	97	99	6	1	NA	NA	NA	NA
Latino 372/20%	Latino 384/21%	54	26	30	54/4%	22	74/5%	18	48/4%	31	12/<1%	42	70	70	62	67	74	78	**20**	20	NA	NA	NA	NA
ELL 234/13%	ELL 216/12%	11	4	0	28/2%	11	27/2%	7	16/1%	6	10/<1%	60	**51**	41	**30**	17	70	76	**19**	30	74/43%	86/51%	**24/10%**	19/9%
SED 305/16%	SED 298/16%	41	16	40	43/3%	21	58/4%	10	34/2%	35	20/1%	70	65	64	50	54	74	76	**20**	21	49/42%	53/49%	NA	NA
Fstr/Hmlss 32/2%	Fstr/Hmlss 38/2%	43	0	67	1/<1%	0	7/<1%	14	1/<1%	0	4/<1%	50	50	58	50	58	88	71	0	13	4/40%	3/20%	NA	NA
Sp.Ed 196/11%	Sp.Ed 111/6%	56	25	39	6/<1%	17	14/1%	21	10/<1%	0	9/<1%	22	56	59	**36**	54	92	79	4	9	16/33%	20/40%	NA	NA

Areas of Concern
Improvement
No Change

Underline: Correction

Red indicates low performance

NA: Not available/applicable

Note: A-G completion percentages are based on class sizes queried on a different date than what is shown here.

Student LCAP Outcomes
2012-13 and 2013-14
MVHS

Enrollment		Student Engagement & School Climate											
		Attendance %		Truant #/%		Chronic Absenteeism #/%		Drop Out #/%		Suspended #/%		Expelled #/%	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1852	**All 1838**	97%	NA	197/10%	NA	132	166	10/<1%	NA	65/4%	20/1%	0	0
Asian 402/22%	**Asian 411/22%**	NA	NA	NA	NA	7/5%	20/12%	1/<1%	NA	*	*	0	0
Caucasian 952/51%	**Caucasian 910/50%**	NA	NA	NA	NA	53/40%	52/31%	4/<1%	NA	14/1%	*	0	0
Latino 372/20%	**Latino 384/21%**	NA	NA	NA	NA	59/45%	81/49%	5/1%	NA	41/11%	*	0	0
ELL 234/13%	**ELL 216/12%**	NA	NA	NA	NA	40/30%	44/27%	NA	NA	NA	NA	0	0
SED 305/16%	**SED 298/16%**	NA	NA	NA	NA	45/34%	66/42%	7/2%	NA	NA	NA	0	0
Fstr/Hmlss 32/2%	**Fstr/Hmlss 38/2%**	NA	NA	NA	NA	8/6%	0	NA	NA	NA	NA	0	0
Sp.Ed 196/11%	**Sp.Ed 111/6%**	NA	NA	NA	NA	29/22%	36/22%	0	NA	NA	NA	0	0

	Areas of Concern
	Improvement
	No Change

Underline: Correction

Red indicates low performance

NA: Not available/applicable

Note: A-G completion percentages are based on class sizes queried on a different date than what is shown here.

Student LCAP Outcomes
2012-13 and 2013-14
MVHS

Enrollment		Mathematics/GPA and Grades																	
		GPA 2nd semester						Grades 2nd semester											
		Alg I		Geom		Alg II		Alg I #/%				Geom #/%				Alg II #/%			
								A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
All 1852	All 1838	2.22	1.96	2.43	2.55	2.32	2.47	51	30	60	61	119	55	225	68	114	60	227	75
Asian 402/22%	Asian 411/22%	2.33	2.73	2.53	2.85	2.62	2.59	6/12%	4/13%	7/12%	1/2%	22/18%	10/18%	21/9%	2/3%	22/19%	5/8%	41/18%	13/17%
Caucasian 952/51%	Caucasian 910/50%	2.31	2.83	2.71	2.83	2.45	2.53	12/24%	4/13%	27/45%	4/7%	65/55%	15/27%	132/59%	16/24%	72/63%	29/48%	132/58%	28/37%
Latino 372/20%	Latino 384/21%	2.09	1.68	2.11	2.09	1.69	2.36	25/49%	20/67%	23/38%	42/69%	29/24%	26/47%	54/24%	37/54%	9/8%	17/28%	38/17%	20/27%
ELL 234/13%	ELL 216/12%	2.12	1.53	1.84	1.75	1.44	2	15/29%	14/47%	13/22%	27/44%	9/8%	11/20%	12/5%	21/31%	5/4%	10/17%	3/1%	4/5%
SED 305/16%	SED 298/16%	2.16	1.48	1.9	2.02	1.71	2.15	23/45	16/53%	12/20%	29/48%	18/1%	21/38%	21/9%	19/28%	7/6%	13/22%	15/7%	12/16%
Fstr/Hmlss 32/2%	Fstr/Hmlss 38/2%	3	1	2.25	1.75	0	1.67	1/2%	0/0%	1/2%	5/8%	4/3%	2/4%	1/<1%	2/3%	0/0%	0/0%	1/<1%	3/4%
Sp.Ed 196/11%	Sp.Ed 111/6%	2.28	2.41	2.22	2.53	2.36	1.88	8/16%	5/17%	22/37%	11/18%	8/7%	6/11%	18/8%	5/7%	5/4%	1/2%	10/4%	11/15%

Areas of Concern
Improvement
No Change

Underline: Correction

Red indicates low performance

NA: Not available/applicable

Note: A-G completion percentages are based on class sizes queried on a different date than what is shown here.

Extracurricular Participation
2012-2013 and 2013-14
MVHS

Enrollment		Sports																							
		Fall						Winter						Spring						Total					
		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1838	All 1836	233	254			13	14	147	143			8	8	435	511			24	28	651	711			35	39
Asian 411/22%	Asian 428/23%	42	52	18	20	10	13	37	33	25	23	9	8	128	154	29	30	31	37	174	189	27	27	42	46
Caucasian 910/50%	Caucasian 880/48%	153	161	66	63	17	18	79	82	54	57	9	9	251	287	58	56	28	32	374	408	57	57	41	45
Latino 384/21%	Latino 397/22%	29	33	12	13	8	9	23	18	16	13	6	5	34	44	8	9	9	11	72	77	11	11	19	20
ELL 216/12%	ELL 192/10%	6	7	3	3	3	3	8	5	5	3	4	2	14	10	3	2	6	5	25	21	4	3	12	10
SED 298/16%	SED 301/16%	13	13	6	5	4	4	19	13	13	9	6	4	27	28	6	5	9	9	13	49	2	7	4	16
Sp.Ed 205/11%	Sp.Ed 192/10%	17	18	7	7	8	9	6	6	4	4	3	3	15	20	3	4	7	10	31	37	5	5	15	18

Note:

-Red highlights indicate low participation

-Fall, Winter and Spring sports include duplicates as some students are multi-sports athletes

- # and % in the Total column represent unique students,and not duplicates; hence the total number of sports participants does not equal the sum of Fall, Winter and Spring

Extracurricular Participation
2012-2013 and 2013-14
MVHS

Enrollment		Performing Arts All Classes Combined						Adv Jazz Dance Jazz Dance						Yearbook						Comp Journalism					
		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1838	All 1836	381	367			21	20	157	163			9	9	19	10			1	<1	39	46			2	3
Asian 411/22%	Asian 428/23%	112	115	29	31	27	28	43	45	27	28	10	11	3	3	16	30	<1	<1	8	13	21	28	2	3
Caucasian 910/50%	Caucasian 880/48%	220	204	58	56	24	22	71	76	45	47	8	8	7	6	37	60	<1	1	29	30	74	65	3	3
Latino 384/21%	Latino 397/22%	23	21	6	6	6	5	25	25	16	15	7	7	3	0	16	0	<1	0	1	2	3	4	<1	<1
ELL 216/12%	ELL 192/10%	4	5	1	1	2	2	15	15	10	9	7	7	2	0	11	0	1	0	0	0	0	0	0	0
SED 298/16%	SED 301/16%	17	14	4	4	6	5	24	23	15	14	8	8	4	3	21	30	1	<1	1	0	3	0	<1	0
Sp.Ed 205/11%	Sp.Ed 192/10%	11	14	3	4	5	7	9	10	6	6	4	5	2	1	11	10	1	<1	0	1	0	2	0	1

Note:

-Red highlights indicate low participation

-Fall, Winter and Spring sports include duplicates as some students are multi-sports athletes

- # and % in the Total column represent unique students,and not duplicates; hence the total number of sports participants does not equal the sum of Fall, Winter and Spring

Extracurricular Participation
2012-2013 and 2013-14
MVHS

Enrollment		Student Gov't						Leadership						Intro to Music					
		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1838	All 1836	34	36			2	2	26	22			1	1	13	12			1	1
Asian 411/22%	Asian 428/23%	7	25	21	69	2	6	1	0	4	0	<1	0	4	3	31	25	1	<1
Caucasian 910/50%	Caucasian 880/48%	24	24	71	67	3	3	12	12	46	55	1	1	5	3	38	25	1	<1
Latino 384/21%	Latino 397/22%	1	2	3	6	<1	<1	9	9	35	41	2	2	3	4	23	33	1	1
ELL 216/12%	ELL 192/10%	0	0	0	0	0	0	3	2	12	5	1	1	8	2	62	17	4	1
SED 298/16%	SED 301/16%	1	1	3	3	<1	<1	5	3	19	14	2	1	6	2	46	17	2	1
Sp.Ed 205/11%	Sp.Ed 192/10%	0	0	0	0	0	0	2	2	8	9	1	1	5	4	38	33	2	2

Note:

-Red highlights indicate low participation

-Fall, Winter and Spring sports include duplicates as some students are multi-sports athletes

- # and % in the Total column represent unique students,and not duplicates; hence the total number of sports participants does not equal the sum of Fall, Win

Student LCAP Outcomes
2012-13 and 2013-14
LAHS

Enrollment		Student Achievement/Advanced Placement (18 AP Subjects, 45 sections)													
		Enrollment in 1 or more AP courses						AP Test Takers/Test Scores							
		# of stu Enrolled in 1		% of Population		% of Total AP Takers		# of Test Takers		% of Population		% of Total Test Takers		Score 3+	
		#		%		%		#		%		%		%	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1729	All 1784	661	754	38	42	-	-	593	655	34	37	-	-	86	83
Asian 384/22%	Asian 374/21%	219	234	57	63	33	31	206	222	54	59	35	34	86	86
Caucasian 828/48%	Caucasian 838/47%	356	410	43	49	54	54	313	354	38	42	53	54	89	85
Latino 431/25%	Latino 474/27%	66	86	15	18	**10**	11	**59**	59	**14**	12	**10**	9	66	72
ELL 96/6%	ELL 71/4%	5	3	5	4	**<1**	<1	**3**	0	**3**	0	**<1**		67	
SED 269/16%	SED 289/16%	49	44	18	15	**7**	6	**43**	32	**16**	11	**7**	5	60	75
Fstr/Hmlss 46/3%	Fstr/Hmlss 43/2%	6	6	13	14	**<1**	<1	**6**	6	**13**	14	**1**	<1	73	71
Sp.Ed 185/11%	Sp.Ed 192/11%	3	11	2	6	**<1**	1	**3**	8	**2**	4	**<1**	1	86	85

	Areas of Concern
	Improvement
	No Change

Underline: Correction

Red indicates low performance

NA: Not available/applicable

Note: A-G completion percentages are based on class sizes queried on a different date than what is shown here.

Student LCAP Outcomes
2012-13 and 2013-14
LAHS

	Senior Class Achievement																			
	Senior Class Size #		A-G Completion Graduating Seniors #/%		Total GPA Graduating Seniors Weighted		Total GPA Graduating Seniors Unweighted		Alg II/IIH C or Better % Seniors		Graduation Rate #/%		College & Career Ready (EAP) Math #		College & Career Ready (EAP) Math %		College & Career Ready (EAP) English #		College & Career Ready (EAP) English %	
	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All	391	399	303/77%	309/78%	3.52	3.54	3.31	3.32	73	76	390/99%	395/99%	247	284	63	71	276	284	71	71
Asian	94	98	92/96%	89/92%	3.90	3.87	3.57	3.55	82	85	94/100%	97/99%	84	85	89	87	83	83	88	85
Caucasian	187	186	164/88%	165/89%	3.67	3.62	3.44	3.39	87	85	187/99%	184/99%	144	165	77	89	163	169	87	91
Latino	99	92	**39/39%**	40/43%	2.89	2.90	2.82	2.83	**40**	54	98/100%	91/99%	**16**	23	**16**	25	**26**	23	**26**	25
ELL	21	18	**2/10%**	0/0%	2.73	2.52	2.71	2.50	**22**	11	21/95%	18/100%	**0**	0	**0**	0	**0**	0	**0**	0
SED	70	57	**27/39%**	30/53%	2.97	3.05	2.91	2.96	**37**	59	70/89%	57/100%	**12**	20	**17**	35	**16**	16	**23**	23
Fstr/Hmlss	14	7	**5/31%**	2/29%	2.87	2.71	2.81	2.68	**27**	43	13/81%	7/100%	**1**	1	**7**	14	**2**	2	**14**	29
Sp.Ed	49	32	8/53%	9/60%	2.92	3.00	2.91	2.97	50	60	15/100%	31/97%	**6**	9	**12**	28	**9**	10	**18**	31

Areas of Concern
Improvement
No Change

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Student LCAP Outcomes
2012-13 and 2013-14
LAHS

Enrollment		Other Academic Indicators																							
		CST ELA 2013 % Proficient/Advanced Reported for all students tested and each subgroups			CST MATH 2013 % Proficient/Advanced Reported for all students tested in each Math subgroup								CAHSEE 10th Graders % Pass				Freshman GPA >= 2.0 Unweighted %		Freshman 1 or more F's end of 1st year %		EL's Proficient in English #/%		EL's Redesig. #/%	
					Alg I		Geom		Alg II		HSM		Math		English									
		9th Grade	10th Grade	11th Grade	#/% Tested	% Prof	#/% Tested	% Prof	#/% Tested	% Prof	#/% Tested	% Prof												
2012-13	2013-14	2012-13											2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1729	All 1784	88	83	79	133/10%	40	398/30%	56	345/26%	63	327/25%	69	97	97	97	96	97	97	3	7	NA	NA	NA	NA
Asian 384/22%	Asian 374/21%	96	95	91	4/<1%	25*	77/6%	78	79/6%	81	113/9%	79	100	100	100	99	99	98	1	4	NA	NA	NA	NA
Caucasian 828/48%	Caucasian 838/47%	94	89	89	39/3%	23	200/15%	67	161/12%	75	170/13%	66	99	98	99	98	98	99	3	2	NA	NA	NA	NA
Latino 431/25%	Latino 474/27%	71	65	42	79/6%	22	94/7%	19	84/6%	27	21/2%	38	91	92	91	92	92	94	7	17	NA	NA	NA	NA
ELL 96/6%	ELL 71/4%	38	20	10	15/1%	7	7/<1%	14	12/<1%	0	1/<1%	0*	71	56	50	58	78	97	22	27	44/65%	32/50%	20/21%	28/39%
SED 269/16%	SED 289/16%	66	70	38	58/4%	21	87/7%	9	41/3%	25	18/1%	44	90	94	92	89	91	94	9	16	27/57%	19/51%	NA	NA
Fstr/Hmlss 46/3%	Fstr/Hmlss 43/2%	100	67	50	4/<1%	50	15/1%	13	4/<1%	50	3/<1%	67	89	57	100	100	89	100	0	0	4/57%	2/67%	NA	NA
Sp.Ed 185/11%	Sp.Ed 192/11%	50	39	55	58/4%	7	28/2%	24	9/<1%	33	7/<1%	29	77	72	75	75	93	95	3	9	12/38%	6/23%	NA	NA

Areas of Concern
Improvement
No Change

Underline: Correction

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Student LCAP Outcomes
2012-13 and 2013-14
LAHS

Enrollment		Student Engagement & School Climate													
		Attendance %		Truant #/%		Chronic Absenteeism #/%		Drop Out #/%		Graduating Seniors #/%		Suspended #/%		Expelled #/%	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1729	All 1784	97%	NA	112/6%	NA	57	81	4/<1%	NA	390/99%	395/99%	20/1%	7/<1%	0	0
Asian 384/22%	Asian 374/21%	NA	NA	NA	NA	5/9%	13/18%	1/<1%	NA	94/100%	97/99%	0	0	0	0
Caucasian 828/48%	Caucasian 838/47%	NA	NA	NA	NA	23/40%	23/28%	2/<1%	NA	187/99%	184/99%	*	*	0	0
Latino 431/25%	Latino 474/27%	NA	NA	NA	NA	26/46%	31/38%	0	NA	98/100%	91/99%	12/3%	*	0	0
ELL 96/6%	ELL 71/4%	NA	NA	NA	NA	8/14%	7/9%	NA	NA	21/95%	18/100%	NA	NA	0	0
SED 269/16%	SED 289/16%	NA	NA	NA	NA	19/33%	20/25%	0	NA	70/89%	57/100%	NA	NA	0	0
Fstr/Hmlss 46/3%	Fstr/Hmlss 43/2%	NA	NA	NA	NA	4/7%	7/9%	NA	NA	13/81%	7/100%	NA	NA	0	0
Sp.Ed 185/11%	Sp.Ed 192/11%	NA	NA	NA	NA	23/40%	28/35%	2/1%	NA	15/100%	31/97%	NA	NA	0	0

Areas of Concern
Improvement
No Change

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Student LCAP Outcomes
2012-13 and 2013-14
LAHS

Enrollment		Mathematics/GPA and Grades																	
		GPA 2nd semester						Grades 2nd semester											
		Alg I		Geom		Alg II		Alg I #/%				Geom #/%				Alg II #/%			
								A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's	A/B's	D/F's
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13		2013-14		2012-13		2013-14		2012-13		2013-14	
All 1729	All 1784	2.56	1.83	2.75	2.71	2.62	2.95	65	19	50	16	142	37	270	56	161	48	449	58
Asian 384/22%	Asian 374/21%	3.00	2.25	3.15	2.98	3.13	3.35	4/6%	1/5%	4/8%	0/0%	20/14%	2/5%	31/11%	2/4%	36/22%	2/4%	88/20%	3/5%
Caucasian 828/48%	Caucasian 838/47%	2.71	2.05	2.97	2.91	3.07	3.12	18/28%	3/16%	12/24%	4/25%	83/58%	14/38%	141/52%	11/20%	90/56%	6/13%	261/58%	17/29%
Latino 431/25%	Latino 474/27%	2.50	1.55	2.25	2.42	1.85	2.36	42/65%	14/74%	20/40%	12/75%	26/18%	17/46%	84/31%	35/63%	25/16%	35/73%	74/16%	30/52%
ELL 96/6%	ELL 71/4%	1.85	1.52	2.00	2.00	1.00	2.00	5/8%	6/32%	5/10%	0/0%	2/1%	2/5%	0/0%	0/0%	0/0%	12/25%	3/1%	2/3%
SED 269/16%	SED 289/16%	2.49	1.70	2.15	2.49	2.02	1.94	28/43%	10/53%	10/20%	3/19%	18/13%	16/43%	28/10%	10/18%	21/13%	22/46%	22/5%	19/33%
Fstr/Hmlss 46/3%	Fstr/Hmlss 43/2%	3.00	2.10	2.50	2.45	1.75	2.24	2/3%	0/0%	2/4%	0/0%	8/6%	3/8%	6/2%	3/5%	1/1%	2/4%	7/2%	5/9%
Sp.Ed 185/11%	Sp.Ed 192/11%	2.32	1.69	2.42	2.36	2.23	2.61	10/15%	6/32%	4/8%	5/31%	9/6%	3/8%	24/9%	8/14%	7/4%	3/6%	27/6%	5/9%

Areas of Concern
Improvement
No Change

Underline: Correction

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Extracurricular Participation
2012-2013 and 2013-14
LAHS

Enrollment		Sports																							
		Fall						Winter						Spring						Total					
		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1784	All 1919	316	299			18	17	162	154			9	9	510	498			29	28	745	759			42	43
Asian 374/21%	Asian 422/22%	66	65	21	22	18	17	23	25	14	16	6	7	146	151	29	30	39	40	192	201	26	26	51	54
Caucasian 838/47%	Caucasian 866/45%	193	170	61	57	23	20	102	86	63	56	12	10	293	276	57	55	35	33	426	419	57	55	51	50
Latino 474/27%	Latino 533/28%	37	41	12	14	8	9	25	29	15	19	5	6	53	52	10	10	11	11	92	99	12	13	19	21
ELL 71/4%	ELL 107/6%	2	4	<1	1	3	6	4	1	2	1	6	1	3	3	<1	1	4	4	9	7	1	1	13	10
SED 289/16%	SED 370/19%	25	22	8	7	9	8	17	10	10	6	6	3	40	21	8	4	14	7	65	44	9	6	22	15
Sp.Ed 192/11%	Sp.Ed 213/11%	30	27	9	9	16	14	13	10	8	6	7	5	36	31	7	6	19	16	55	56	7	7	29	29

Note:

-Red highlights indicate low participation

-Fall, Winter and Spring sports include duplicates as some students are multi-sports athletes

- # and % in the Total column represent unique students,and not duplicates; hence the total number of sports participants does not equal the sum of Fall, Winter and Spring

Extracurricular Participation
2012-2013 and 2013-14
LAHS

Enrollment		Performing Arts All Classes Combined						Adv Jazz Dance Jazz Dance Dance Team						Yearbook						Comp Journalism					
		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled		#		% Participants		% Enrolled	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1784	All 1919	284	295			16	17	94	81			5	5	21	23			1	1	48	43			3	2
Asian 374/21%	Asian 422/22%	106	85	37	29	28	23	22	22	23	27	6	6	8	4	38	17	2	5	17	18	35	42	5	5
Caucasian 838/47%	Caucasian 866/45%	135	156	48	53	16	19	51	38	54	47	6	5	9	16	43	70	1	8	30	23	63	53	4	3
Latino 474/27%	Latino 533/28%	32	40	11	14	7	8	17	18	18	22	4	4	2	3	10	13	<1	3	1	2	2	5	<1	<1
ELL 71/4%	ELL 107/6%	1	3	<1	1	1	4	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
SED 289/16%	SED 370/19%	23	26	8	9	8	9	13	9	14	11	4	3	1	1	5	4	<1	1	0	2	0	5	0	<1
Sp.Ed 192/11%	Sp.Ed 213/11%	8	11	3	4	4	6	1	2	1	2	<1	1	1	0	5	0	<1	1	2	0	4	0	1	0

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Extracurricular Participation
2012-2013 and 2013-14
LAHS

Enrollment		Student Gov't					
		#		% Participants		% Enrolled	
2012-13	2013-14	2012-13	2013-14	2012-13	2013-14	2012-13	2013-14
All 1784	All 1919	38	33			2	2
Asian 374/21%	Asian 422/22%	8	8	3	24	2	2
Caucasian 838/47%	Caucasian 866/45%	24	19	63	58	3	2
Latino 474/27%	Latino 533/28%	3	4	8	12	1	<1
ELL 71/4%	ELL 107/6%	0	0	0	0	0	0
SED 289/16%	SED 370/19%	1	1	3	3	<1	<1
Sp.Ed 192/11%	Sp.Ed 213/11%	0	0	0	0	0	0

Note:

-Red highlights indicate low participation

-Fall, Winter and Spring sports include duplicates as some studer

- # and % in the Total column represent unique students,and not