

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Mountain View-Los Altos Union High School District **Contact (Name, Title, Email, Phone Number):** Barry Groves, Superintendent,
barry.groves@mvla.net, (650) 940-4650 **LCAP Year:** 2013-2014

Local Control and Accountability Plan and Annual Update Template

As a high school district, we do not receive a California Department of Education (CDE) calculation for middle school dropout rates. Therefore, these metrics will not be used in our plan.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
The district held a series of 21 different input meetings, involving diverse groups of different stakeholders. The meetings were well attended. Not counting the Public Hearing, a total of 325 individuals attended these meetings and provided input on the LCAP draft. 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.	The input that was collected at each stakeholder meeting was used to further refine and inform the draft document. Input was categorized, analyzed and synthesized and was used to inform the action steps that were developed under each one of the six goals that appear in the LCAP.

Involvement Process				Impact on LCAP
Group	Affiliation	Meeting Date	# Present	
Staff:				
District Teacher Association (DTA)	District	February 24, 2014	10	
California School Employees Association (CSEA)	District	February 27, 2014	2	
Site Administrators	MVHS	February 24, 2014	5	
Site Administrators	LAHS	February 27, 2014	5	
School Leadership Team	LAHS	February 27, 2014	24	
School Leadership Team	MVHS	February 27, 2014	22	
Staff Meeting	AVHS	April 2, 2014	13	
Parents and Community:				
Special Education Parents (CAC)	District	March 3, 2014	6	
School Site Council	LAHS	March 17, 2014	17	
PTSA (Parent Advisory Group)	MVHS	March 19, 2014	21	
Latino Parent Group (El Cafecito)	MVHS	March 11, 2014	11	
Latino Parent Group (LUCHA)	LAHS	March 15, 2014	64	
English Language Learner Advisory Group	District	April 15, 2014	11	
PTSA (Parent Advisory Group)	LAHS	April 15, 2014	27	
Chinese Parent Group (Tea Time)	MVHS	April 18, 2014	13	
Student Meetings:				
Leadership Class	MVHS	March 4, 2014	16	
Associated Student Body (ASB, BSU, LSU)	MVHS	March 5, 2014	37	
Associated Student Body (ASB, AVID, Talon)	LAHS	March 5, 2014	26	
Latino Student Union (LSU)	LAHS	March 5, 2014	31	
Latino Student Group (Latino Movement)	MVHS	March 25, 2014	14	
Public Forums:				
Public Hearing w/Board	June 16, 2014			
Board Adoption of LCAP	June 23, 2014			

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Special Education Program description for County Special Education Programs

The Santa Clara County Office of Education's Special Education Program serves as a partner with the county's public school districts to serve students with disabilities. The County Special Education professional team includes teachers, itinerant specialists, paraeducators, psychologists, nurses, support staff and administrators. Each member of the team plays an important role in delivering quality instruction to students. The professional team helps to meet the special education needs of students from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child's needs.

The County Special Education Program operates classes on public school campuses to serve students with special needs. Professional teams align special education goals with Common Core State Standards and Preschool Learning Foundations. Students receive instruction in the core curriculum and participate in state testing programs. Special Education County programs include:

Deaf/Hard of Hearing: Total communication approach that allows for all forms of communication in an instructional program.

Orthopedic Impairments: Instructional programs with instructors specializing in assistive technology, integration strategies to enhance the instructional program.

Autism Spectrum Disorders: Classroom programs are based on structured teaching with use of visual schedules, work systems and partner assisted visually aided systems of communication.

Emotional Disturbance: Students receive individual and group mental health services as well as academic instruction.

Severe Medical Needs and Cognitive delays: Instruction in modified curriculum based on Common Core, independent living skills and inclusion.

Early Start Program: Provides support and resources to family members and care givers to enhance children's learning and development.

Itinerant Services: Specialists provide services to district and county students in the following areas; Deaf and hard of hearing, Visual impairment, Orientation and mobility, Adapted Physical Education, Orthopedic impairments, Assistive Technology and home teaching.

WorkAbility Program: Serves students ages 16-22 years of age providing vocational training, transition planning and self advocacy.

Inclusion Collaborative: This collaborative group leads the effort to provide every Santa Clara County child with a quality learning environment. Its focus is the successful inclusion of children with special needs in child care, preschool programs and the community through education, advocacy and awareness. They provide training, inclusion kits and resources county wide.

In addition, the County Office of Education is the Local Education Agency (LEA) for special education students residing in Licensed Children's Institutions (LCIs) who attend non-public schools. The Special Education Program also provides services to special education students attending institutional schools, community schools, pediatric skilled nursing facilities and County Board-sponsored charter schools.

Parents are involved in the education of their student through Individualized Educational Program (IEP) or Individual Family Service Plan (IFSP) process. As an IEP or IFSP team member parents/guardians participate in forming annual academic, communication, behavioral, developmental and social goals for the student. Parents receive quarterly communications regarding the student's goal progress. Individual Transition Plans (ITPs) are written with graduating students and their families to facilitate appropriate adult life post-school options.

Programs are funded by a disability block formula charged to districts referring students. Supplemental funding is received from Title I, II and III for addition materials such as technology, English learner supplemental curriculum and other program needs. Funding is also received for Medi-Cal eligible services and through WorkAbility and Early Learning grants.

Programs are reviewed annually for compliance with all state and federal requirements. Special Education accountability data is compiled and reported in the School Accountability Report Card, (SARC), LEA Plan, Title III EL Plan and the LCAP. Data is also posted on the California Department of Education website.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>a.) Only 55% of all students districtwide were proficient in Algebra II on the CST. Disaggregated data for subgroups are as follows: Latinos 11%, ELLs 4%, SED 33%, Foster Youth 3% Sp Ed 20%</p> <p>b.) Completion rate of Algebra II with C or better is 76% for all students districtwide. Disaggregated data for subgroups are as follows: Latinos 46% ELLs 29% SED 41% Foster Youth 43% Sp Ed 42%</p>	<p>a.) Improve the performance of all students in Algebra I, Geometry and Algebra II and</p> <p>b.) Increase completion rate of Algebra II with a 'C' or better.</p>	<p>All students and the following subgroups: Latinos ELLs SED Foster Youth Sp Ed</p>	<p>All three schools in the district</p>	<p>1. a.) Performance in Math continuous to be the district's greatest challenge. Students perform much lower on a number of different indicators in math than in any other subject; this includes CST scores, GPA in Algebra I, II, and Geometry, and the percent of students who complete Algebra II before graduation.</p> <p>b.) We have made steady progress over the last three</p>	<p>a.) By the end of next year, we expect to increase 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 next year's 11th grade SBAC scores in math as a new baseline to determine desired improvement for</p>	<p>An 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.</p>	<p>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 Common Core Coaches (TOSAs) on transforming their teaching methodologies. 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. These will</p>	<p>Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 5</p>

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
				years in increasing the number of students who successfully complete Algebra II. For the 2012-13 school year 76% of graduating seniors completed Algebra II with a C or better. The completion rates for our Asian and Caucasian students are 86% and 88% respectively. Completion rates for other subgroups runs about half that of our Caucasian students.	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.		include: <ul style="list-style-type: none"> • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Time management • Proficient use of technology 	
English Language Learners are performing lower than	Improve the performance of English Language Learners on all board	ELLs	All three schools in the district	1. The district annually	The percent of students who reach English	English Language Learners will	English Language Learners will be engaged in the	Pupil Outcomes, Priority 4, 8 Conditions for

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most other subgroups on most state and local indicators	adopted indicators of student success			collects student performance data on a large number of state and local (board approved) indicators of academic achievement for all students and all numerically significant subgroups. Based on the analysis of data, our English Language Learners perform significantly lower than other subgroups.	proficiency will increase from 49% to 55% The percent of students who are redesignated will increase from 11% to 15% The percent of student who take one or more AP classes will increase from 5% to 10% The percent of students who complete Algebra II with a C or better will increase from 19% to 25% The percent of students who complete the a-g requirement will increase from 17% to 20%	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.	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.	Learning, Priority 1, 2, 7 Pupil Engagement, Priority 3, 5
a-g completion rate is less than half of what it is for all students for the following subgroups: All students 72%	Improve a-g completion rates for Latino, ELL, SED and Special Ed students	Latinos ELLs SED Foster Youth Sp Ed	MVHS LAHS	1. a-g completion rate for Latinos, ELLs, SED, Foster Care Youth	a-g completion rates will go up by 10% for each of the named subgroups	Students from the subgroups indicated in this goal will receive strategic support to complete their	Changes in teaching and learning, and a greater focus on developing depth of knowledge will	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement,

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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Latinos 36% ELLs 17% SED 34% Foster Youth 32% Sp Ed 29%				and Sp Ed students are half of that of Asian and Caucasian students.		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.	improve the a-g completion rates for students.	Priority 3, 5
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%	Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	Latinos ELLs SED Foster Youth	MVHS LAHS	1. The above mentioned subgroups are highly underrepresented in our AP classes which contributes to the fact that very few students from these subgroups take AP tests. To address this issue, MVHS has entered into a partnership with EOS to	The goal is to reach parity in AP 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.	With the help from EOS, 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'	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	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 3, 5

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>increase the number of underrepresented students in AP to a level that there is parity between their representation in AP and the percent each group constitutes in the school's population.</p> <p>This program will be replicated at LAHS during the 2015-16 school year.</p>		success in these classes.	needed to assure students are preparing to take and pass the applicable AP test for the class(es) they are enrolled in.	
The participation rate in co curricular and extra curricular activities is much lower for Latino students, ELLs, SED and Sp Ed	Increase participation rates of Latino and other subgroups in co-curricular activity classes and programs, e.g., sports, performing arts, leadership	Latino ELLs SED Sp Ed	MVHS LAHS	1. Latinos, ELLs, SED, Foster Youth and Special Ed students are underrepresented in co curricular and extra curricular	Participation rates for each group named will go up by 10%	Many more students from underrepresented groups will avail themselves of co and extra curricular activities on our campuses. ASB and Leadership students will help	Students will find a wide variety of extra and co curricular activities available to them that they consider relevant and appealing to them. Students will have access	Engagement, Priority 3, 5, 6

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				activities.		design recruitment plans and the schools will review they type of extra curricular activities that are available and ensure that these activities appeal to the broadest audience possible.	to mentors and coaches who help motivate and support them in reaching their personal goals.	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>a.) Improve the performance of all students in Algebra I, Geometry and Algebra II and</p> <p>b.) Increase completion rate of Algebra II with a 'C' or better.</p>	<p>Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 5</p>	<p>Motivate students and celebrate their successes more often, more regularly and publicly</p>			<p>At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other 300,000</p> <p>Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other 10,000</p>	<p>At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other 300,000</p> <p>Mini Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other 5,000</p>	<p>At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other 300,000</p> <p>Mini Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other 5,000</p>
		<p>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</p>			<p>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</p>	<p>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</p>	<p>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</p>
		<p>a.) Create a climate where teachers share responsibility for student success with their students and develop strategically deployed interventions to improve performance.</p> <p>b.) To that end, teachers receive training and feedback in the use of effective teaching practices</p> <p>c.) Provide support classes for struggling students in math and summer remediation opportunities for students</p>			<p>a.) 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.</p> <p>0001-0999: Unrestricted: Locally Defined Other 50,000</p>	<p>a.) 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.</p> <p>0001-0999: Unrestricted: Locally Defined Other 50,000</p>	<p>a.) 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.</p> <p>0001-0999: Unrestricted: Locally Defined Other 50,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>b.) 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</p> <p>c.) 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.</p> <p>1000-1999: Certificated Personnel Salaries Other 250,000 3000-3999: Employee Benefits Other 50,000</p> <p>c.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000</p>	<p>b.) 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</p> <p>c.) 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.</p> <p>1000-1999: Certificated Personnel Salaries Other 250,000 3000-3999: Employee Benefits Other 50,000</p> <p>c.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000</p>	<p>b.) 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</p> <p>c.) 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.</p> <p>1000-1999: Certificated Personnel Salaries Other 250,000 3000-3999: Employee Benefits Other 50,000</p> <p>c.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams 0000: Unrestricted Other 10,000	Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams 0000: Unrestricted Other 10,000
		<p>a.) 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.</p> <p>b.) 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.</p>			<p>a.) 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</p> <p>b.) No expenditures associated with the item</p>	<p>a.) 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</p> <p>b.) No expenditures associated with the item</p>	<p>a.) 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</p> <p>b.) No expenditures associated with the item</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	Additional staff to keep classes at 20:1 in math 0000: Unrestricted Other 200,000	Additional staff to keep classes at 20:1 in math 0000: Unrestricted Other 200,000
		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	Salary for IAs 0001-0999: Unrestricted: Locally Defined Other 75,000	Salary for IAs 0001-0999: Unrestricted: Locally Defined Other 75,000
		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	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	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
		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	Parent Education Seminars; college events and speakers 0001-0999: Unrestricted: Locally Defined Other 8,000	Parent Education Seminars; college events and speakers 0001-0999: Unrestricted: Locally Defined Other 8,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>a.) Send out automated, weekly progress reports to students and parents, updating them on their progress</p> <p>b.) Provide support classes for struggling students in math and summer remediation opportunities for students</p>			<p>a.) 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</p> <p>b.) 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</p> <p>b.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000</p>	<p>a.) 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</p> <p>b.) 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</p> <p>b.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000</p>	<p>a.) 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</p> <p>b.) 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</p> <p>b.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000</p>
Improve the performance of English Language Learners on all board adopted	Pupil Outcomes, Priority 4, 8 Conditions for	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	License agreement with Rosetta Stone 0001-0999: Unrestricted: Locally Defined Other 50,000	License agreement with Rosetta Stone 0001-0999: Unrestricted: Locally Defined Other 50,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
indicators of student success	Learning, Priority 1, 2, 7 Pupil Engagement, Priority 3, 5	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	This goal does not require any expenditures 0	This goal does not require any expenditures 0
		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 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 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
		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	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	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
		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	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	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
Improve a-g completion rates for Latino, ELL, SED and Special Ed students	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 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	Invest in multiple online learning platforms, e.g., Odyssey Ware, APEX, EdReady 0001-0999: Unrestricted: Locally Defined Other 100,000	Invest in multiple online learning platforms, e.g., Odyssey Ware, APEX, EdReady 0001-0999: Unrestricted: Locally Defined Other 100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	2, 7 Pupil Engage- ment, Priority 3, 5	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	Pay teachers to run online grade/credit recovery programs after school 0001-0999: Unrestricted: Locally Defined Other 50,000	Pay teachers to run online grade/credit recovery programs after school 0001-0999: Unrestricted: Locally Defined Other 50,000
		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	No cost associated with this goal 0	No cost associated with this goal 0
		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	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other 10,000	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other 10,000
Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engage- ment, Priority 3, 5	Increase AP options for students at the 10th grade			New AP course offerings are being considered 0000: Unrestricted Other 100,000	New AP course offerings are being considered 0000: Unrestricted Other 100,000	New AP course offerings are being considered 0000: Unrestricted Other 100,000
		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	Support Classes for 1st time AP takers at MVHS & Boot Camp 0001-0999: Unrestricted: Locally Defined Other 150,000	Support Classes for 1st time AP takers at MVHS & Boot Camp 0001-0999: Unrestricted: Locally Defined Other 150,000
		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	Contract with EOS 5800: Professional/Consulting Services And Operating Expenditures Other 25,000	Contract with EOS 5800: Professional/Consulting Services And Operating Expenditures Other 25,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	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	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
		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	Selected student groups, including all AVID students will participate in the National Mindset Pilot 0001-0999: Unrestricted: Locally Defined Other 20,000	Selected student groups, including all AVID students will participate in the National Mindset Pilot 0001-0999: Unrestricted: Locally Defined Other 20,000
		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	No expenditures required for this goal 0	No expenditures required for this goal 0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	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	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
		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	Incentivize teachers to work with EOS students outside of class 2000-2999: Classified Personnel Salaries Other 20,000	Incentivize teachers to work with EOS students outside of class 2000-2999: Classified Personnel Salaries Other 20,000
Increase participation rates of Latino and other subgroups in co-curricular activity classes and programs, e.g., sports, performing arts, leadership	Engagement, Priority 3, 5, 6	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	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	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
		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	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	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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Improve announcements and increase efficient use of the marquis			No cost associated with this goal 0	No cost associated with this goal 0	No cost associated with this goal 0
		Use the student newspaper to promote participation			No cost associated with this goal 0	No cost associated with this goal 0	No cost associated with this goal 0
		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	No cost associated with this goal 0	No cost associated with this goal 0
		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	Allocation of a section of dance one each one of our comprehensive sites 1000-1999: Certificated Personnel Salaries Other 50,000	Allocation of a section of dance one each one of our comprehensive sites 1000-1999: Certificated Personnel Salaries Other 50,000

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
a.) Improve the performance of all students in Algebra I, Geometry and Algebra II and b.) Increase completion rate of Algebra II with a 'C' or better.	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 5	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 Mini Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other 5,000	At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other 300,000 Mini Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other 5,000	At Risk Counselor at each comprehensive high school 1000-1999: Certificated Personnel Salaries Other 300,000 Mini Awards Assemblies to recognize student achievement 5000-5999: Services And Other Operating Expenditures Other 5,000
		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	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	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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>a.) Create a climate where teachers share responsibility for student success with their students and develop strategically deployed interventions to improve performance.</p> <p>b.) To that end, teachers receive training and feedback in the use of effective teaching practices</p> <p>c.) Provide support classes for struggling students in math and summer remediation opportunities for students</p>			<p>a.) 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.</p> <p>0001-0999: Unrestricted: Locally Defined Other 50,000</p> <p>b.) 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</p> <p>3000-3999: Employee Benefits Other 80,000</p>	<p>a.) 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.</p> <p>0001-0999: Unrestricted: Locally Defined Other 50,000</p> <p>b.) 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</p> <p>3000-3999: Employee Benefits Other 80,000</p>	<p>a.) 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.</p> <p>0001-0999: Unrestricted: Locally Defined Other 50,000</p> <p>b.) 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</p> <p>3000-3999: Employee Benefits Other 80,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					<p>c.) 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.</p> <p>1000-1999: Certificated Personnel Salaries Other 250,000</p> <p>3000-3999: Employee Benefits Other 50,000</p> <p>c.) Summer bridge classes, including two sections of Catalyst math</p> <p>1000-1999: Certificated Personnel Salaries Other 50,000</p>	<p>c.) 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.</p> <p>1000-1999: Certificated Personnel Salaries Other 250,000</p> <p>3000-3999: Employee Benefits Other 50,000</p> <p>c.) Summer bridge classes, including two sections of Catalyst math</p> <p>1000-1999: Certificated Personnel Salaries Other 50,000</p>	<p>c.) 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.</p> <p>1000-1999: Certificated Personnel Salaries Other 250,000</p> <p>3000-3999: Employee Benefits Other 50,000</p> <p>c.) Summer bridge classes, including two sections of Catalyst math</p> <p>1000-1999: Certificated Personnel Salaries Other 50,000</p>
		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			<p>Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams</p> <p>0000: Unrestricted Other 10,000</p>	<p>Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams</p> <p>0000: Unrestricted Other 10,000</p>	<p>Teachers develop practices around this concept through ongoing professional development and their collaborative work in course teams</p> <p>0000: Unrestricted Other 10,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>a.) 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</p> <p>b.) 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.</p>			<p>a.) 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</p> <p>b.) No expenditures associated with the item</p>	<p>a.) 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</p> <p>b.) No expenditures associated with the item</p>	<p>a.) 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</p> <p>b.) No expenditures associated with the item</p>
		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	Additional staff to keep classes at 20:1 in math 0000: Unrestricted Other 200,000	Additional staff to keep classes at 20:1 in math 0000: Unrestricted Other 200,000
		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	Salary for IAs 0001-0999: Unrestricted: Locally Defined Other 75,000	Salary for IAs 0001-0999: Unrestricted: Locally Defined Other 75,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	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	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
		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	Parent Education Seminars; college events and speakers 0001-0999: Unrestricted: Locally Defined Other 8,000	Parent Education Seminars; college events and speakers 0001-0999: Unrestricted: Locally Defined Other 8,000
		a.) Send out automated, weekly progress reports to students and parents, updating them on their progress b.) Provide support classes for struggling students in math and summer remediation opportunities for students			a.) 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	a.) 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	a.) 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

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					b.) 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 b.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000	b.) 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 b.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000	b.) 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 b.) Summer bridge classes, including two sections of Catalyst math 1000-1999: Certificated Personnel Salaries Other 50,000
Improve the performance of English Language Learners on all board adopted indicators of student success	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 3, 5	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	License agreement with Rosetta Stone 0001-0999: Unrestricted: Locally Defined Other 50,000	License agreement with Rosetta Stone 0001-0999: Unrestricted: Locally Defined Other 50,000
		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	This goal does not require any expenditures 0	This goal does not require any expenditures 0
		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 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 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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	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	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
		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	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	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
Improve a-g completion rates for Latino, ELL, SED and Special Ed students	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 3, 5	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	Invest in multiple online learning platforms, e.g., Odyssey Ware, APEX, EdReady 0001-0999: Unrestricted: Locally Defined Other 100,000	Invest in multiple online learning platforms, e.g., Odyssey Ware, APEX, EdReady 0001-0999: Unrestricted: Locally Defined Other 100,000
		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	Pay teachers to run online grade/credit recovery programs after school 0001-0999: Unrestricted: Locally Defined Other 50,000	Pay teachers to run online grade/credit recovery programs after school 0001-0999: Unrestricted: Locally Defined Other 50,000
		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	No cost associated with this goal 0	No cost associated with this goal 0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other 10,000	Conferences and workshops provided through Curriculum Institute 5000-5999: Services And Other Operating Expenditures Other 10,000
Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth	Pupil Outcomes, Priority 4, 8 Conditions for Learning, Priority 1, 2, 7 Pupil Engagement, Priority 3, 5	Increase AP options for students at the 10th grade			New AP course offerings are being considered 0000: Unrestricted Other 100,000	New AP course offerings are being considered 0000: Unrestricted Other 100,000	New AP course offerings are being considered 0000: Unrestricted Other 100,000
		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	Support Classes for 1st time AP takers at MVHS & Boot Camp 0001-0999: Unrestricted: Locally Defined Other 150,000	Support Classes for 1st time AP takers at MVHS & Boot Camp 0001-0999: Unrestricted: Locally Defined Other 150,000
		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	Contract with EOS 5800: Professional/Consulting Services And Operating Expenditures Other 25,000	Contract with EOS 5800: Professional/Consulting Services And Operating Expenditures Other 25,000

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	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	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
		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	Selected student groups, including all AVID students will participate in the National Mindset Pilot 0001-0999: Unrestricted: Locally Defined Other 20,000	Selected student groups, including all AVID students will participate in the National Mindset Pilot 0001-0999: Unrestricted: Locally Defined Other 20,000
		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	No expenditures required for this goal 0	No expenditures required for this goal 0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		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	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	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
		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	Incentivize teachers to work with EOS students outside of class 2000-2999: Classified Personnel Salaries Other 20,000	Incentivize teachers to work with EOS students outside of class 2000-2999: Classified Personnel Salaries Other 20,000
Increase participation rates of Latino and other subgroups in co-curricular activity classes and programs, e.g., sports, performing arts, leadership	Engagement, Priority 3, 5, 6	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	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	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
		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	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	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

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					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Improve announcements and increase efficient use of the marquis			No cost associated with this goal 0	No cost associated with this goal 0	No cost associated with this goal 0
		Use the student newspaper to promote participation			No cost associated with this goal 0	No cost associated with this goal 0	No cost associated with this goal 0
		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	No cost associated with this goal 0	No cost associated with this goal 0
		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	Allocation of a section of dance one each one of our comprehensive sites 1000-1999: Certificated Personnel Salaries Other 50,000	Allocation of a section of dance one each one of our comprehensive sites 1000-1999: Certificated Personnel Salaries Other 50,000

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Based on the Proportionality Percentage, the calculation determined \$507,472 is to be set aside to serve this population

- D. 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). 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). 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.

The Proportionality Percentage for the district is 1.78%, or \$507,422 as an estimated of Supplemental and Concentration Grant funding. 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).

While the district is providing many more supplemental support services to students than what is listed here, the following actions are identified as likely to have the greatest impact on improving the academic performance of students who belong to impacted subgroups:

One At-Risk Counselor at each high school to support the engagement of underperforming students belonging to the following subgroups: Low Income, English Language Learners, RFEP and Foster Youth, and to improve their academic performance on board adopted indicators.....	\$300,000
Class size reduction in Freshman math classes from 36:1 to 20:1 to improve opportunities for learning and engagement for underperforming students.....	\$200,000
Instructional Aides assigned to a number of different support classes to provide strategic help to individual students and small groups of students belonging to designated subgroups.....	\$75,000
Underperforming students from designated subgroups are double enrolled in a college prep class and an accompanying skills class to provide remediation and support to enable the student to progress in the regular college prep class.....	\$250,000
Total	\$825,000

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Student Outcomes
MVLA District
2012-2013

	Student Achievement																									Student Engagement					School Climate		Local Indicators												
¹ Enrollment Oct. 2012	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)										⁶ College & Career Ready						⁷ Attendance %	⁸ Truant #/%	⁹ Chronic Absenteeism #/%	⁹ Drop Out #/%	^{4a} Graduating Seniors #/%	³ Suspended #/%	³ Expelled #/%	⁴ Total GPA Graduating Seniors		⁴ Alg II/IIH Cor 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																								
	School-wide		Enrolled in AP			School-wide		Total Test Takers			Senior Class size #					Math		English		Weighted	Unweighted	Math	English																						
	#	%	#	%	#	%	#	%	Score 3+ %	#						%	#	%																											
All 3734	84	77	72	239/9%	22	735/27%	50	742/27%	55	708/26%	66	870	72	NA	NA	1349	36	1349	1192	32	1192	87	840	502	60	555	66	97	338/9%	187	28/<1%	830/94%	112/3%	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	410	30	388	49	388	33	87	184	152	83	151	82	NA	NA	13/7%	2/<1%	181/98%	7/<1%	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	754	56	661	36	661	55	89	423	304	72	342	81	NA	NA	74/40%	9<1%	421/97%	28/2%	0	3.58	3.36	88	98	4	98	97		
Latino 891/24%	63	43	33	144/5%	20	177/6%	18	132/5%	11	33/1%	39	731	36	NA	NA	133	15	133	10	102	11	102	9	61	183	31	17	44	24	NA	NA	82/44%	14	178/87%	62/7%	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	20	1	11	3	11	<1	79	63	2	3	0	0	NA	NA	45/24%	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	95	7	83	13	83	7	59	151	28	19	36	24	NA	NA	67/36%	15/2%	148/76%	NA	0	2.95	2.87	41	81	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	10	<1	10	13	10	<1	64	22	3	14	4	5	NA	NA	12/6%	NA	19/73%	NA	0	2.87	2.80	43	70	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	7	<1	5	1	5	<1	89	95	9	9	12	13	NA	NA	48/26%	4/<1%	38/78%	NA	0	2.90	2.89	42	91	4	63	56		

NA: Not available/applicable
Red highlights indicate low performance.

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

²CST 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).

³CDE (California Department of Education) DataQuest

^{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

⁵CELDT 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.

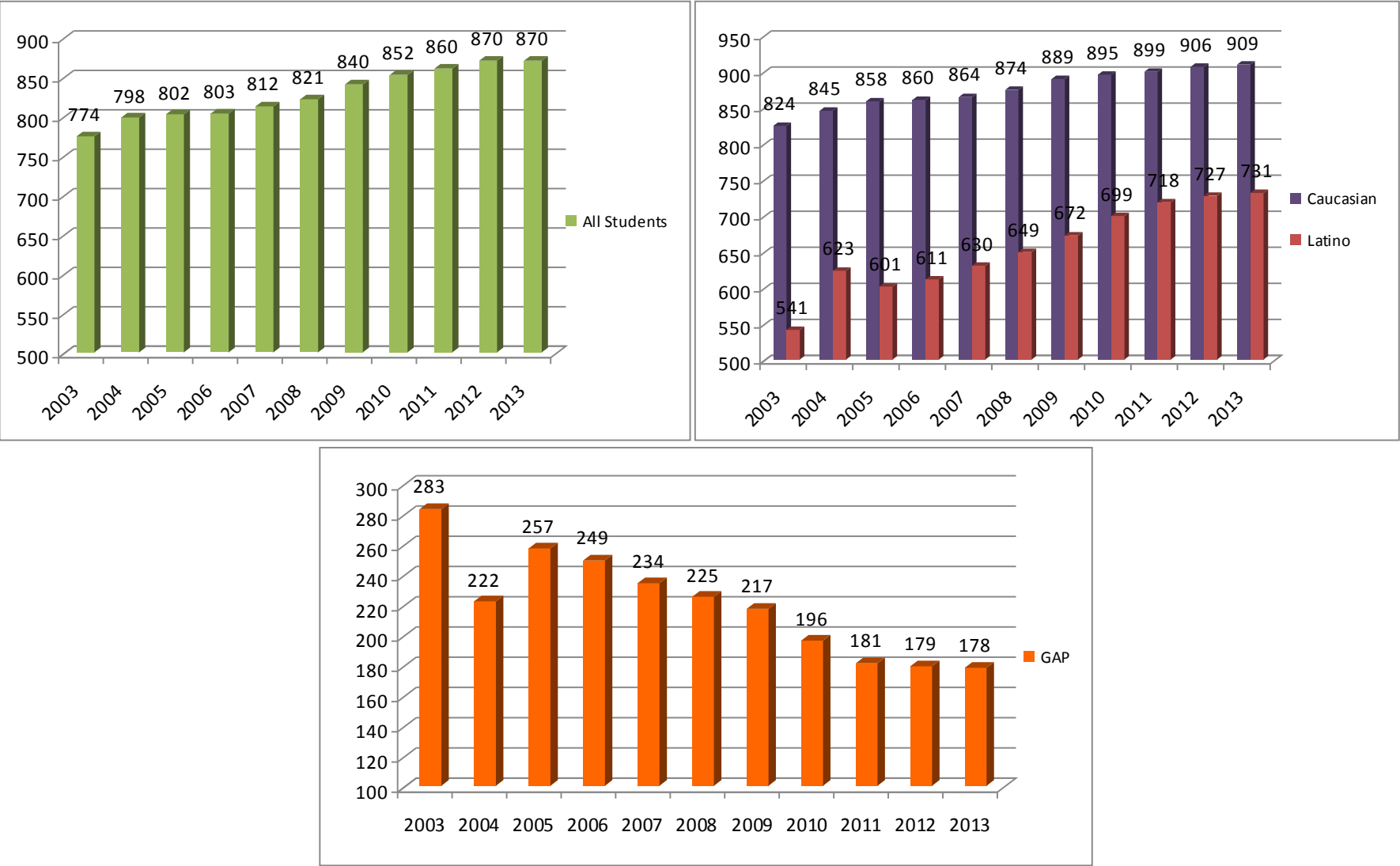
⁶College & Career Readiness: Class size taken from query on 5/8/14. Percent of students who are college ready measured by EAP, AP, SAT and ACT standards. For college readiness in math, one of the following: 550 or higher SAT I Math portion, 550 or higher SAT II (level 1 or level 2), 23 or higher on ACT 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.

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

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

⁹SED & 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.

District-wide API Scores
(MVLA Annual Growth Scores)



Student Outcomes
Los Altos High School
2012-2013

	Student Achievement																							Student Engagement					School Climate		Local Indicators												
¹ Enrollment Oct. 2012	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 (23 AP Subjects, 54 sections)								⁶ College & Career Ready					⁷ Attendance %	³ Truant #/%	⁸ Chronic Absenteeism #/%	¹⁰ Drop Out #/%	^{4a} Graduating Seniors #/%	³ Suspended #/%	³ Expelled #/%	⁴ Total GPA Graduating Seniors		⁴ Alg II/III C or Better % Seniors	⁴ Freshman GPA >= 2.0 Unweighted %	⁴ Freshman 1 or more F's, end of 1st year %	⁴ CAHSEE 10th Graders % Pass		
																Enrollment in 1 or more AP courses				Test Takers																							
																School-wide		Enrolled in AP		School-wide		Total Test Takers		Senior Class size #	Math		English																
	#	%	#	%	#	%	#	%	Score 3+ %	#	%					#	%																										
All 1729	88	83	79	133/10%	40	398/30%	56	345/26%	63	327/25%	69	895	77	NA	NA	661	38	661	593	34	593	86	391	247	63	276	71	97%	112/6%	55	4/<1%	390/99%	1	0	3.52	3.31	73	97	3	97	97		
Asian 384/22%	96	95	91	4/<1%	25*	77/6%	78	79/6%	81	113/9%	79	956	96	NA	NA	219	57	219	33	206	54	206	35	86	94	84	89	83	88	NA	NA	5/9%	1/<1%	94/100%	0	0	3.90	3.57	82	99	1	100	100
Caucasian 828/48%	94	89	89	39/3%	23	200/15%	67	161/12%	75	170/13%	66	926	88	NA	NA	356	43	356	54	313	38	313	53	89	187	144	77	163	87	NA	NA	24/44%	2/<1%	187/99%	**	0	3.67	3.44	87	98	3	99	99
Latino 431/25%	71	65	42	79/6%	22	94/7%	19	84/6%	27	21/2%	38	788	39	NA	NA	66	15	66	10	59	14	59	10	66	99	16	16	26	26	NA	NA	23/42%	0	98/100%	**	0	2.89	2.82	40	92	7	91	91
ELL 96/6%	38	20	10	15/1%	7	7/<1%	14	12/<1%	0	1/<1%	0*	756	10	44/65%	20/21%	5	5	5	<1	3	3	3	<1	67	21	0	0	0	0	NA	NA	5/9%	NA	21/95%	NA	0	2.73	2.71	22	78	22	71	50
SED 269/16%	66	70	38	58/4%	21	87/7%	9	41/3%	25	18/1%	44	791	39	27/57%	NA	49	18	49	7	43	16	43	7	60	70	12	17	16	23	NA	NA	15/27%	0	70/89%	NA	0	2.97	2.91	37	91	9	90	92
Fstr/Hmlss 46/3%	100	67	50	4/<1%	50	15/1%	13	4/<1%	50	3/<1%	67	NA	31	4/57%	NA	6	13	6	<1	6	13	6	1	73	14	1	7	2	14	NA	NA	5/9%	NA	13/81%	NA	0	2.87	2.81	27	89	0	89	100
Sp.Ed 185/11%	50	39	55	58/4%	7	28/2%	24	9/<1%	33	7/<1%	29	669	53	12/38%	NA	3	2	3	<1	3	2	3	<1	86	49	6	12	9	18	NA	NA	21/38%	2/1%	15/100%	NA	0	2.92	2.91	50	93	3	77	75

* Denotes small test group <5 tested
** Denotes insignificant number of students
Red highlights indicate low performance.
NA: Not available/applicable

¹Enrollment represents students present on CBEDS Day, Oct. 2, 2012.
²CST ELA and Math data taken from Spring 2013 STAR results except foster/homeless data (Aeries query). Foster/Homeless CST ELA: 9th grade - 7 tested; 10th grade -12 tested; 11th grade - 8 tested. Percent tested based on total 9th, 10th and 11th graders enrolled during testing (Total: 1,307).
³CDE (California Department of Education) DataQuest
^{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
⁵CELDT EL's % Proficient includes annual and intial assessments during annual assessment window in 2012 (Aeries query). Percentage taken from total EL's tested: 68, total SED EL's: 47, total Fstr/Hmlss EL's: 7 and total SPED EL's: 32.
⁶College & Career Ready: 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.
⁷Represents attendance during CBEDS month of October. Percentage is actual attendance from possible attendance.
⁸Chronic absenteeism defined as receiving the third truancy letter notification, Aeries query.
⁹SED & 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.

Extracurricular Participation
Los Altos High School
2012-2013

CBEDS Oct. 2013	Sports												Performing Arts All Classes Combined			Adv Jazz Dance Jazz Dance Dance Team			Yearbook			Comp Journalism			Student Gov't		
	Fall			Winter			Spring			Total			#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled
	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled															
All 1784	316		18	162		9	510		29	745		42	284		16	94		5	21		1	48		3	38		2
Asian 374/21%	66	21	18	23	14	6	146	29	39	192	26	51	106	37	28	22	23	6	8	38	2	17	35	5	8	3	2
Caucasian 838/47%	193	61	23	102	63	12	293	57	35	426	57	51	135	48	16	51	54	6	9	43	1	30	63	4	24	63	3
Latino 474/27%	37	12	8	25	15	5	53	10	11	92	12	19	32	11	7	17	18	4	2	10	<1	1	2	<1	3	8	1
ELL 71/4%	2	<1	3	4	2	6	3	<1	4	9	1	13	1	<1	1	0	0	0	0	0	0	0	0	0	0	0	0
SED 289/16%	25	8	9	17	10	6	40	8	14	65	9	22	23	8	8	13	14	4	1	5	<1	0	0	0	1	3	<1
Sp.Ed 192/11%	30	9	16	13	8	7	36	7	19	55	7	29	8	3	4	1	1	<1	1	5	<1	2	4	1	0	0	0

- 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

Student Outcomes
Mountain View High School
2012-2013

	Student Achievement																								Student Engagement					School Climate		Local Indicators											
Enrollment Oct. 2012	CST ELA % Proficient/Advanced Reported for all students tested and each subgroups			CST MATH % Proficient/Advanced Reported for all students tested in each Math subgroup								Growth API	A-G Completion Graduating Seniors %	EL's Proficient in English #/%	EL's Redesig. %	AP (18 AP Subjects, 45 sections)								College & Career Ready						Attendance %	Truant #/%	Chronic Absenteeism #/%	Drop Out #/%	Graduating Seniors #/%	Suspended #/%	Expelled #/%	Total GPA		Alg II/III Cor Better % Seniors	Freshman GPA >= 2.0 Unweighted %	Freshman 1 or more F's, end of 1st year %	CAHSEE 10th Graders % Pass	
																Enrollment in 1 or more AP courses				Test Takers																	Senior Class Size #	Math				English	
	9th Grade	10th Grade	11th Grade	#/% Tested	Alg I	#/% Tested	Geom	#/% Tested	Alg II	#/% Tested	HSM	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#		%					
All 1852	82	74	72	90/7%	26	319/23%	46	391/29%	49	380/28%	64	861	74	NA	NA	688	37	688	599	32	599	89	425	255	60	279	66	97%	197/10%	122	10/<1%	407/98%	3	0	3.42	3.21	78	92	9	91	88		
Asian 402/22%	88	88	78	7/<1%	57	64/5%	63	102/7%	66	117/9%	76	927	87	NA	NA	191	48	191	28	182	45	182	30	89	88	68	77	68	77	NA	NA	7/6%	1/<1%	86/99%	*	0	3.76	3.46	90	100	3	97	97
Caucasian 952/51%	92	88	76	17/1%	18	159/12%	55	208/15%	45	230/17%	59	900	79	NA	NA	398	42	398	58	348	37	348	58	90	231	160	69	179	77	NA	NA	50/41%	4/<1%	224/99%	*	0	3.51	3.29	88	97	6	98	95
Latino 372/20%	54	26	30	54/4%	22	74/5%	18	48/4%	31	12/<1%	42	686	46	NA	NA	67	18	67	10	43	12	43	7	53	68	15	22	17	25	NA	NA	50/41%	5/1%	61/92%	*	0	2.94	2.82	53	74	20	70	62
ELL 234/13%	11	4	0	28/2%	11	27/2%	7	16/1%	6	10/<1%	60	650	29	74/43%	24/10%	15	6	15	2	8	3	8	1	82	32	2	6	0	0	NA	NA	34/28%	NA	24/80%	NA	0	2.68	2.66	18	70	19	51	30
SED 305/16%	41	16	40	43/3%	21	58/4%	10	34/2%	35	20/1%	70	667	43	49/42%	NA	46	15	46	7	40	13	40	7	58	68	16	24	20	29	NA	NA	44/36%	7/2%	60/74%	NA	0	2.92	2.81	48	72	20	65	50
Fstr/Hmlss 32/2%	43	0	67	1/<1%	0	7/<1%	14	1/<1%	0	4/<1%	50	NA	33	4/40%	NA	4	13	4	<1	3	9	3	<1	33	8	2	25	2	25	NA	NA	7/6%	NA	6/60%	NA	0	2.86	2.79	83	59	0	50	50
Sp.Ed 196/11%	56	25	39	6/<1%	17	14/1%	21	10/<1%	0	9/<1%	22	596	22	16/33%	NA	4	2	4	<1	2	1	2	<1	100	39	3	8	3	8	NA	NA	24/20%	0	18/100%	NA	0	2.87	2.86	37	92	4	56	36

* Denotes insignificant number of students

Red highlights indicate low performance.

NA: Not available/applicable

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

CST ELA and Math data taken from Spring 2013 STAR results except foster/homeless data (Aeries query). Foster/Homeless CST ELA: 9th grade - 7 tested; 10th grade - 6 tested; 11th grade - 6 tested. Percent tested based on total 9th, 10th and 11th graders enrolled during testing (Total: 1,367).

^bCDE (California Department of Education) DataQuest

^a 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.

^{ab}Aeries query: School-wide percentages taken from total enrollment Oct. 2012. All other percentages are taken from total enrolled or total test takers.

^{ic}Series query: Percentage taken from CBEDS enrollment number

CELDT EL's % Proficient includes annual and intial assessments during annual assessment window in 2012 (Aeries query). Percentage taken from total EL's tested: 172, total SED EL's: 117, total Fstr/Hmlss EL's: 10 and total SPED EL's: 48.

College & Career Ready: 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.

^aRepresents attendance during CBEDS month of October. Percentage is actual attendance from possible attendance.

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

^a 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.

Extracurricular Participation
Mountain View High School
2012-2013

CBEDS Oct. 2013	Sports												Performing Arts All Classes Combined			Adv Jazz Dance Jazz Dance			Yearbook			Comp Journalism			Student Gov't			Leadership			Intro to Music		
	Fall			Winter			Spring			Total			#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled
	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled	#	% Participants	% Enrolled																					
All 1838	233		13	147		8	435		24	651		35	381		21	157		9	19		1	39		2	34		2	26		1	13		1
Asian 411/22%	42	18	10	37	25	9	128	29	31	174	27	42	112	29	27	43	27	10	3	16	<1	8	21	2	7	21	2	1	4	<1	4	31	1
Caucasian 910/50%	153	66	17	79	54	9	251	58	28	374	57	41	220	58	24	71	45	8	7	37	<1	29	74	3	24	71	3	12	46	1	5	38	1
Latino 384/21%	29	12	8	23	16	6	34	8	9	72	11	19	23	6	6	25	16	7	3	16	<1	1	3	<1	1	3	<1	9	35	2	3	23	1
ELL 216/12%	6	3	3	8	5	4	14	3	6	25	4	12	4	1	2	15	10	7	2	11	1	0	0	0	0	0	0	3	12	1	8	62	4
SED 298/16%	13	6	4	19	13	6	27	6	9	13	2	4	17	4	6	24	15	8	4	21	1	1	3	<1	1	3	<1	5	19	2	6	46	2
Sp.Ed 205/11%	17	7	8	6	4	3	15	3	7	31	5	15	11	3	5	9	6	4	2	11	1	0	0	0	0	0	0	2	8	1	5	38	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, Winter and Spring