

**LCAP Goals and Actions
Executive Summary
2015-16**

Goals	Actions
<p>I. Improve the performance of all students in Algebra I, Geometry and Algebra II and increase completion rate of Algebra II with a 'C' or better.</p>	<p>I. 1. Recognize student achievement at events throughout the year, e.g., Latino Summit, Latino Awards Assembly, Senior Awards, etc.</p>
	<p>I. 2. Encourage, incentivize and reward students for using online help, e.g. Khan Academy – set up study groups using Khan; teachers integrate online support into their lessons</p>
	<p>I. 3. Teachers at the course team level collaborate to identify best practices and employ proven intervention strategies to improve student learning and performance</p>
	<p>I. 4. Teachers receive training, coaching and specific, personalized feedback in the use of effective teaching practices; IST coach develops model lessons and SBAC-related practice items and makes these available to teachers through a 'math blog'.</p>
	<p>I. 5. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students</p>
	<p>I. 6. Offer homework clubs, supervised by math teachers, and featuring Latino peer tutors, or Latino college tutors. Consider providing support in locations beyond the school libraries and tutorial centers, e.g., public library, Teen Center, etc .</p>

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	I. 7. Pilot a new algebra I curriculum with resources that are aligned to the extent possible, with what is used in our feeder middle schools. Continue to hold joint training sessions with middle school teachers and continue current articulation practices
	I. 8. Continue to reduce Class Sizes in math classes at the freshman level to make learning more interactive and to provide more personalized support for students in class

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<p>II. Improve the performance of English Language Learners on all board adopted indicators of student success</p>	<p>II. 1. A new textbook has been adopted at MVHS (Edge by National Geographic), which includes a supersite and a variety of ancillary materials. In addition to the new text, the department is piloting various online support programs to accelerate the acquisition of English</p>
	<p>II. 2. Pair English Learners with English-only speakers and other bi-lingual students for tutorials, peer assistance, and to practice day-to-day conversation</p>
	<p>II. 3. Continue to provide structured English Language support for students at AVHS</p>
	<p>II. 4. Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer.</p>
	<p>II. 5. Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed</p>
	<p>II. 6. Offer more parent education workshops including topics to help parents set limits for their students, e.g.; limit the use of social media at home and at school, define and enforce appropriate use of social media</p>
	<p>II. 7. Establish effective communication between schools and home.</p>
<p>III. Improve a-g completion rates for all students, in particular, Latino, ELL, SED and Special Ed students</p>	<p>III. 1. Provide appropriate interventions to students at the first sign of failure, e.g., require students to sign up to retake the course online; assign student to tutorial center and or homework club; enroll student in academic support classes and/or summer school</p>

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	III. 2. Ensure that most, if not all courses offered at the high school are on the UC a-g list
	III. 3. Counselors take an active role in designing and following up on plans that help students overcome obstacles, as well as monitoring student access to a-g classes, and tracking their progress
	III. 4. Counselors participate in professional development and training that increases their understanding of cultural values and family circumstances of their students as a means to better communicate with families and help them understand the importance of students meeting the a-g requirements
	III. 5. Offer parent education workshops and stress the importance of a-g completion in all parent events and at the Latino Summit
	III. 6. Skills classes in Language Arts and Social Studies to support underperforming students' academic progress with the goal of getting them college-ready.
	IV. Provide greater access to, and success in AP for Latino students, ELLs, SED and Foster Youth
IV. 1. Add more accessible and appropriate AP classes as a means to increase options for students	
IV. 2. Provide support services for 1st time AP takers, including Intensive Summer Boot Camps to help prepare students for the rigors of AP. Consider contracting with Princeton Review to provide tutorial support and workshops to strengthen student's time management and organization skills, and grit	

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	<p>IV. 3. The AP Task Force continues to monitor access to, and success in AP classes for target students, and develops strategies to help teachers ensure their students' success</p>
	<p>IV. 4. Continue to provide PD to teachers in the following areas: Use of technology; high expectations for all students; differentiation; learning styles; support for all students; Growth Mindset; diverse teaching strategies, hands-on, problem solving, and critical thinking; student engagement</p>
	<p>IV. 5. Increase the number of peer tutors available in tutorial center and assign peer tutors to work with students in support classes; make lunch-time tutorials available and incentivize students to make use of all the opportunities that exist to receive extra help</p>
	<p>IV. 6. Teachers set up "mock practice sessions" outside of school for AP tests and incentivize their students to participate in these sessions</p>
<p>V. Achieve a better balance between striving for the highest possible academic achievement and mental and physical health and well-being by learning techniques to manage stress and by making meaningful decisions that address personal and individual needs, goals and interests.</p>	<p>V. 1. Board adopts a new Homework Policy</p>
	<p>V. 2. School sites develop implementation plans for this policy which are codified in Administrative Regulation, and which contain a coordinated, school-wide calendar with deadlines for tests and long term assignments</p>
	<p>V. 3. School sites engage their stakeholders in further input meetings to determine origin of stress and the promotion of wellness</p>
	<p>V. 4. Review of current course offerings and consideration of other/new courses that appeal to the student in the middle</p>

**LCAP Goals and Actions
Executive Summary
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	V. 5. Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance in our rigorous and competitive culture
	V. 6. Provide opportunities for students to learn appropriate ways to handle and manage stress
	V. 7. Continue to increase Mental Health Services and counseling on our campuses