

**LCAP Goals and Actions
Executive Summary
2016-17**

Goals	Actions
<p>1. All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers, in 21st Century Classrooms, in safe, clean, ergonomically correct, and welcoming facilities.</p> <p>Expected Annual Outcomes:</p> <p>100% of teachers will be fully credentialed and assigned to teach in areas of their specialization</p> <p>100% of teachers will participate in Professional Development activities designed to improve their effectiveness in the classroom either through Curriculum Institute, Course Team activity, IST Team-led Professional Development, or site-specific PD</p> <p>Instruction will focus on:</p> <ul style="list-style-type: none"> • Critical Thinking, reading and writing • Problem solving • Collaboration and teamwork • Effective communication • Research • Proficient use of technology <p>Every student has access to a device under the district' BYOD policy; all classrooms have internet access, and all families in the community have access to internet in their homes</p> <p>Classrooms and campuses will be properly maintained and continue to receive the highest ratings for cleanliness and safety through surveys and student feedback</p> <p>The results of the district's pilot program on the use of ergonomically correct classroom furniture will be used to determine next steps</p>	<p>1. 1. Professional Development:</p> <ul style="list-style-type: none"> • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 187th Day • Professional Improvement Grants • Course Team Workshops <p>1. 2 Furniture Pilot</p> <p>1. 3. Contract with Comcast to provide Internet Access to SED families in MV at \$10/month covered by the district.</p> <p>1. 4. Annual Chromebook Refreshment</p>

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Executive Summary
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<p>2. Improve the performance of ALL students in math (Algebra I and II and Geometry) with the specific goal of increasing the rate of students who complete Algebra II with a C or better by the time they complete their senior year to 90%.</p> <p>Expected Annual Outcomes:</p> <p>Students will experience teaching and learning that is based on best practices in the field.</p> <p>Teachers will be engaged in professional development, and will receive individual and small group support from Instructional Support Team coaches on transforming their teaching practices.</p> <p>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.</p> <p>District-wide, student performance is expected to continue to improve as measured by the new SBAC assessment.</p> <p>The % of students completing Alg II with a C or better is expected to rise every year. By 2018-19, 90% of all students are expected to reach this goal.</p> <p>Grades are going to improve in all math classes, reported by course GPA.</p> <p>The number of Ds and Fs earned in Algebra I and II are going to be reduced.</p>	<p>2. 1. Recognize and celebrate student achievement in math at events throughout the year, e.g., Latino Awards Assembly, Senior Awards, Graduation, Golden State Merit Diploma, Certificates of Merit issued to students who achieve certain benchmarks.</p>
	<p>2. 2. Professional Development:</p> <ul style="list-style-type: none"> • Teachers receive training, coaching and specific, personalized feedback on the use of effective teaching practices from the district's math coach • IST coach develops model lessons and SBAC-related practice items and makes these available through a 'math blog'. • IST coach presents demonstration lessons, using effective instructional practices and Common Core assessments in math classes • IST coach works with Course Teams on the integration of technology, aligning instruction with Common Core principles, and the effective use of instructional materials • IST coach in partnership with teachers across our district and math coaches from our feeder districts, develops and implements common finals in algebra and geometry, given to all 8th graders and all high school students enrolled in these classes.
	<p>2. 3. Pilot new textbook and the use of other online instructional resources in Algebra.</p>
	<p>2. 4. Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students.</p>
	<p>2. 5. Continue to reduce Class Sizes in math classes at the freshman level to make learning more interactive and to provide more personalized support for students.</p>

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	<p>2. 6. Continue to collaborate with Middle School teachers to align curriculum and instructional practices. All 8th and 9th grade students take a common final assessment in Algebra and Geometry, as well as the MDTP in algebra.</p>
<p>3. Improve the performance of English Language Learners on all board-adopted Indicators of Student Success</p> <p>Expected Annual Outcomes:</p> <p>English Language Learners will reach proficiency in English more rapidly and at greater numbers.</p> <p>ELLs will be more successful in their mainstream classes measured by the grades they earn, and their performance on all board adopted indicators of student success will improve steadily.</p> <p>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.</p> <p>SBAC testing in 2015 established new baseline data from which new annual benchmarks are developed.</p> <p>ELL graduation rates will increase annually.</p> <p>The %age of students who are proficient in English will increase by 5 percentage points at MVHS. ELL proficiency in English is expected to reach 50% next year.</p> <p>ELL participation in AP will improve. In 2013, 15 (6%) ELLs took one or more AP classes. It is expected that at least 25% ELLs will be enrolled in at least one AP class next year.</p> <p>GPA for ELLs at MVHS, measured by the %age of students who earn a cumulative GPA in excess of 2.0 has grown from 76% in 2013-14 to 85% in 2014-15. We expect to increase this percentage to 90% for the 2015-16 school year.</p> <p>District-wide, graduation rates for ELLs will increase from 78.9% in 2013-14 and 85.1% in 2014-15, to 87% in 2015-16, based on CDE</p>	<p>3. 1. In addition to the new text, the department will be piloting various online support programs to accelerate the acquisition of English, e.g., Actively Learn, Newsela, Membean and Duolingo.</p> <p>3. 2. Work collaboratively with educators and administrators from our partner districts in creating strong programs for ELLs and ensure vertical alignment in course content, skills, assessment and expectations.</p> <p>3. 3. Offer a greater variety of summer learning options for ELLs, both for remediation and acceleration, and to minimize learning loss over the summer</p> <p>3. 4. Offer more content courses accessible to EL students at levels 1-3 as a means of providing greater access to rigorous college prep curriculum and to improve a-g completion and graduation rates for ELLs</p> <p>3. 5. Accelerate the acquisition of Academic Language for ELL at LAHS, with an emphasis on supporting EL students in Special Ed</p> <p>3. 6. Continue to engage the Latino community in the education of their children and provide parent education workshops on a variety of topics suggested by parents</p> <p>3. 7. Continue to celebrate the academic achievement of Latino students, especially ELLs</p>

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<p>Cohort Outcome data.</p> <p>The Cohort drop-out rate for English Learners will decrease from 8.4% for ELLs in 2014-15 as reported on the CDE website, to less than 6% in 2015-16.</p>	
<p>4. 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>Expected Annual Outcomes:</p> <p>Decrease the number of students with excessive absences and reduce the rate of absences for students who have been identified as school phobic</p> <p>Feedback from students, staff and parents will show a reduction in stress that students report to be experiencing</p> <p>Participation of Latino students in co-and extra-curricular activities will increase</p> <p>District Clinical Therapists will manage students with legitimate mental health needs</p> <p>Cohort graduation and dropout rates as reported on the CDE website will change as follows:</p> <p>Cohort graduation rate will increase from 95.1% in 2014-15, to 97% in 2015-16.</p> <p>Cohort dropout rate will decrease from 3.3% reported on the CDE website for 2014-15 to 3% or less in 2015-16.</p> <p>Suspension rates will drop from 1.6% 2014-15 to less than 1.5% in 2015-16.</p> <p>Expulsion rates will remain at zero percent.</p>	<p>4. 1. District implements the new Homework Policy and monitors the consistent application of the provisions established in the accompanying Regulations.</p>
	<p>4. 2. School sites continue to engage their stakeholders in gathering input and feedback in an effort to determine the origin of stress and measuring our success in mitigating the impact that stress has on the mental and physical health of students and staff.</p>
	<p>4. 3. Continue to engage students in meaningful extra-curricular activities that enhance the sense of connectedness to school, develop leadership, and provide balance to our rigorous and competitive academic culture.</p>
	<p>4. 4. Provide opportunities for students to learn appropriate ways to handle and manage stress</p>
	<p>4. 5. Continue to increase Mental Health Services on our campuses, improve compensation for Therapists, and create a functional organizational structure that ensures a more efficient delivery of services.</p>
	<p>4. 6. Continue the work of the Wellness Committees on each campus to monitor and guide the district in improving student and staff wellness.</p>

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<p>5. A change in the service delivery model in Special Education will improve students' academic performance, reduce legal costs and unilateral placement in RTCs and NPSs, and increase student placement in the Least Restrictive Environment.</p> <p>Expected Annual Outcomes:</p> <p>Academic performance for Special Ed students will improve on all board-adopted Indicators of Student Success</p> <p>Legal costs and settlement payments will decrease</p> <p>A new self-contained Behavior Program will be developed</p> <p>Co-teaching will be piloted in a limited number of courses</p> <p>There will be an improved structure in place for the identification and assignment of students in need of therapeutic services, and monitoring of the efficacy of services provided by licensed therapists and the impact these services have on student learning and wellbeing.</p>	<p>5. 1. Implement a Behavior Support Program at LAHS</p>
	<p>5. 2. Reduce the number of SDC classes and students enrolled in these classes and increase collaboration between regular ed and special ed teachers, and pilot models that foster greater inclusion of students with disabilities in regular ed classes, e.g. pilot co-teaching model.</p>
	<p>5. 3. Increase the amount of support Special Ed teachers receive from the IST Team in aligning their curriculum and instructional practices to the Common Core.</p>
	<p>5. 4. Conduct a satisfaction survey to determine student/parent perception of the quality of services provided for the purpose of illuminating areas where improvement is needed.</p>
	<p>5. 5. Work collaboratively with educators and administrators from our partner districts in creating strong programs for Special Ed students and ensure vertical alignment in course content, skills, assessment and expectations, as well as ensuring a smooth transition from 8th grade to high school.</p>