

**LCAP Goals and Actions
Executive Summary
2017-18**

Goals	Actions
<p>1. All students will receive high quality instruction in Common Core and NGSS standards, balancing the district’s interest of promoting the highest possible academic achievement with attention to mental and physical health and well-being of students and staff.</p> <ul style="list-style-type: none"> • All teachers will be highly qualified and assigned to teach in areas of their specialization • Classrooms will be designed and/or upgraded to enable 21st Century learning in safe, clean, and ergonomically correct and welcoming facilities to occur • Students and staff will thrive in an environment that addresses all factors that contribute to creating/maintaining/enhancing a healthy and well-balanced environment and a school climate that encourages and supports good attendance, positive behavior, and options and opportunities designed to meet individual student needs 	<p>1. 1 Professional Development:</p> <ul style="list-style-type: none"> • Curriculum Institute • Instructional Support Team • Six days of annual site-level PD • 6.5 hours of required PD for staff collaboration, spread over the school year, reviewed, approved & monitored by site principals • Professional Improvement Grants • Course Team Workshops
	<p>1. 2 Annual Chromebook Refreshment</p>
	<p>1.3 Site teams review and revise their suspension practices and design alternatives to suspension as a means to addressing the disproportionate rates of suspensions for certain student populations</p>
	<p>1.4 Review and revise the district’s Attendance Policy and present new policy proposal to the Board for adoption</p>
	<p>1.5 School sites will develop comprehensive plans on how to support wellness in their schools. The Coordinator of Mental Health and Wellness reports to the Board on the progress achieved in the area of “Supporting Health and Well-being of Students and Staff”.</p>

**LCAP Goals and Actions
Executive Summary
2017-18**

<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 seniors who complete Algebra II with a C or better to 95% by the time they complete their senior year.</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.
	<p>2.3 Provide support classes for struggling students in math and make various summer remediation and acceleration opportunities available to students, including a new Summer School class, Algebra II Boot Camp, fully funded through SVEF.</p>
	<p>2.4 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>
	<p>2.5 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, which also serves a placement validation purpose.</p>
	<p>2.6 Monitor and ensure appropriate placement of incoming 9th grade students in math.</p>

**LCAP Goals and Actions
Executive Summary
2017-18**

<p>3. Improve the performance of English Language Learners on board-adopted Indicators & on State Dashboard measures</p>	<p>3.1 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. Ensure that the district’s ELD program is based on State ELD Standards.</p>
	<p>3.2 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> <ul style="list-style-type: none"> • Environmental Science • SDAIE Econ/Civics ELL • Social Studies ELL
	<p>3.3 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>District will contract with PIQE & FEI to provide parent education seminars to educate parents on all aspects of helping students get on, and stay on a pathway to college.</p>
	<p>3.4 Continue to celebrate the academic achievement of Latino students, especially ELL’s through events sponsored by the ELD department and Latino community outreach groups.</p>
	<p>3.5 Continue to provide parents with opportunities to give input in making decisions for the school district and individual school sites, through regularly scheduled DLAC, ELAC meetings and special LCAP Review meetings scheduled throughout the school year.</p>

**LCAP Goals and Actions
Executive Summary
2017-18**

<p>4. Implement changes to the service delivery system in Special Education to improve students' academic performance and increase student placement in the Least Restrictive Environment (LRE).</p>	<p>4.1 Support teachers in improving instructional delivery, including differentiation of instruction, and assessment methods</p>
	<p>4.2 Create a "Circle of Care" for students identified as "school avoiders", and address the needs of students with serious conduct disorders and those with therapeutic needs:</p> <ul style="list-style-type: none"> - Restructure AVO and AVHS - Family Engagement - Add a bilingual therapist with training in Behavior Management at each site
	<p>4.3 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. expand co-teaching.</p>
	<p>4.4 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>
	<p>4.5 Explore adding a new class on Executive Functioning</p>
	<p>4.6 Monitor suspensions and referral to Alternative Ed.</p>