LCAP Goal #1

All students will have a safe and supportive school culture, climate, and learning environment that encourage physical, mental, and emotional health

Supports LCAP Priorities #1, #3, #5, & #6

➢ **Actions & Services**

- Develop a local SARB to address behavior and attendance issues (district-wide)
- Provide staff training in meeting the needs of trauma sensitive students (district-wide)
- Implementation of a school-wide positive behavior, intervention, and support program (PBIS platform) for both academics and behavior that includes learning supports for all students (Wilson, Sycamore, GHS)
- Provide mental health counseling supports to all students. Provide parenting classes and Second Step training to all students. (District-wide)
- Provide health support services (district-wide)
- Continue subscription to Attention to Attendance program to improve district-wide attendance rates and reduce chronic absentee rates (district-wide)

➢ **Expected Annual Measurable Outcomes**

- Priority 1: 100% of teachers are fully and appropriately credentialed
- Priority 1: Facilities Inspection Tool (FIT) at all schools indicates "acceptable"
- Priority 3: Raise parent attendance at college and career nights by 10% above previous year
- Priority 3: Raise parent attendance in School Site Council, ELAC, and DELAC
- Priority 5: Maintain overall attendance rate above 94% at all sites
- Priority 5: Decrease the number of students district-wide who are identified as Chronic Absentees to 9%
- Priority 6: The Safe School Survey (CHKS) indicates that 71% of students feel safe and connected to school. 89% of elementary students feel safe at school.
- Priority 6: Decrease suspension rates at all sites
- Priority 6: Maintain expulsion rate below 1%

LCAP Goal #2

All English Learners will move towards proficiency in English, with 85% per year moving one level or being reclassified

Supports LCAP Priorities #1, #4, & #7

➢ **Actions & Services**

- Train staff to fully implement the Designated and Integrated ELD portions of the Benchmark ELA/ELD program (Wilson)
- Specialized ELD instruction for LTELs in grades 6-12
    - Implement Language! program staff (Sycamore)
    - Purchase ELD material/training (GHS)
    - Purchase ELD materials (alt. ed)
- Balance classes for EL status, ethnicity, and demographics (district-wide)

➢ **Expected Annual Measurable Outcomes**

- Priority 1: All students have access to CCSS aligned instructional materials in English Language Arts/ELD and mathematics as measured by Williams requirements (district-wide)
- Priority 4: 78% of students increase one proficiency level on CELDT or ELPAC (district-wide)
- Priority 4: Increase the percentage of students reaching English proficiency in less than 6 years by 10% when compared to the previous school year (district-wide)
- Priority 4: Decrease the percentage of English learners who are classified as Long Term English Learners (district-wide)
- Priority 7: All core classes will be balanced for English Learner status. Decrease the difference between class enrollments to less than 15% (district-wide)

LCAP Goal #3

All students will graduate from high school ready for college or career

➢ **Actions & Services**

- Develop a Health Sciences Pathway with 2 periods per day (GHS)
- Implement IXL in math and ELA (GHS and Sycamore)
- Provide reading intervention at GHS
- Support CTE Pathways implementation (GHS)
- Integrated Math will be implemented at GHS. Level III will be implemented during the 2017-2018 school year.
- Continue credit recovery options using CyberHigh (GHS) and Odysseyware (Alt Ed). Implement College and Career Readiness and Anchor Standards.
- Implement AVID at Sycamore
- Align instruction to CCSS to improve performance on EAP for Juniors and SAT/ACT for Juniors and Seniors (GHS)

➢ **Expected Annual Measurable Outcomes**

- Priority 4: 45% of students will complete A-G requirements
- Priority 4: Increase the percentage of students who score a 3 or 4 on the EAP
- Priority 4: Increase the number of students enrolled in AP courses and increase the AP assessment passing rate
- Priority 5: Middle school drop out rate will be 1.5% or below
- Priority 5: High school drop out rate will be 4.5% or below
- Priority 5: 95% of students will graduate from high school
- Priority 7: Increase the percentage of students prepared for Integrated Math in in 9th grade
- Priority 7: 28 or fewer students will be 20 or more credits deficient
- Priority 8: CTE course completion will increase each year

LCAP Goal #4

All students will achieve proficiency in core subject areas (ELA, Math, Science, Social Studies) as measured by state assessment data (CAASPP)

➢ **Actions & Services**

- Textbook purchases for new adoptions (district-wide)
- Geography for all 9th grade students (GHS)
- Maintain class size reduction in grades K-3 or 24:1 (McKinley/Wilson)
- Provide instructional aide support to K-5 classrooms (McKinley/Wilson)
- Train all teachers and implement a CCSS aligned ELA/ELD curriculum in every district classroom K-5. Provide technology training opportunities. (District-wide)
- Utilize a district-wide CCSS benchmarking assessment in ELA and math and provide an online intervention system (district-wide)
- Provide Library/Media Services and Technical Support at sites (district-wide)
- Provide district coordination for a consistent Common Core aligned instructional program and support for technology integration (1 TOSA, 1 Curriculum Coordinator) (district-wide)
- Increase student access to technology in order to learn 21st century skills
- Provide enrichment opportunities for all students across all grade levels and explore opportunities for music, arts, and PE (district-wide)
- Support Leadership Teams (PLC) at all school sites by funding Leadership Team positions for each site (district-wide)
- Provide intervention support (district-wide)

➢ **Expected Annual Measurable Outcomes**

- Priority 2: Increase the implementation of state standards in ELA, Mathematics, Science, and Social Studies based on staff self reflection of the standards implementation matrix
- Priority 4: Increase the percentage of first grade students reading at grade level as measured by iReady to 20%

- Priority 4: Increase the percentage of first grade students reading at grade level as measured by BPST and running records to 89%
- Priority 4: Increase the percentage of third grade students reading at grade level by the middle of the year to 58% as measured by iReady
- Priority 4: Increase the percentage of third grade students reading at grade level by the end of the year to 43% as measured by SBAC
- Priority 4: Increase the percentage of fifth grade students understanding math Common Core standards at the end of the year to 36% as measured by SBAC
- Priority 4: Increase the percentage of eighth grade students understanding Common Core ELA/Reading concepts by the end of the year to 50% as measured by SBAC
- Priority 4: Increase the percentage of eighth grade students reading at grade level by the middle of the year to 40% as measured by SBAC
- Priority 4: Increase the percentage of twelfth grade students understanding Common Core ELA and math concepts at grade level by the end of the year
- Priority 8: Other Student Outcomes