LCAP Goal 1: All students will be proficient in literacy, numeracy, and 21st Century skills through high quality, effective teaching and learning practices.

Metrics

Appropriately credentialed and assigned teachers.	Implement a common district instructional focus representing the application of 21st Century skills.	Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.
Student access to instructional materials and supplies.	Implementation of rigorous tasks aligned to academic content standards including the ELA/ELD Framework.	Percentage of students who reach growth targets on iReady and NWEA in Reading and Math.
School facilities maintained and in good repair.	Percentage of staff participating in professional learning.	Increase percentage of students in both the Meets and Exceeds Standards level on SBAC English Language Arts. (the Academic Performance Index is no longer applicable)
Increase percentage of students in both the Meets and Exceeds Standards level on SBAC Math.	Show growth on the ELA and Math Academic Indicator (California School Dashboard).	Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.
	Increase the number of State Seals of Biliteracy awarded to students.	

Actions

#1 Implement base instructional program for preK - Adult Education to include:	#2 Develop, implement, and assess a system of coherent and aligned professional learning structures which include a multi-tiered approach through the following:	#3 Conduct regular analysis of student learning with formative data through PLCs, alignment of assessments with SBAC, college placement, and ELA/ELD readiness.
* appropriately credentialed and assigned teachers * sufficient adopted material for all courses * safe, clean, and orderly facilities * student-centered learning spaces and environments	*develop a district-wide instructional focus and common definition of the demonstration of 21st Century skills *PLCs, lesson study, large/small/individual, coaching, observation, and feedback *strengthen ability and practice of principals to lead instructional improvement efforts in their schools, including designing, facilitating, observing, monitoring, and supporting professional learning and refinement of practice *develop common practices to implement rigorous tasks aligned to the ELA/ELD framework across all content areas and grade levels to support a district-wide instructional focus *integrate effective and appropriate instructional technology into regular and daily practice as a means for teachers to support students in demonstrating their thinking and learning. *provide professional learning opportunities for classified staff to support student learning *teachers will use intentional and on-going models and supports to scaffold language for English Learners	*Design and implement a process for monitoring systemwide progress (i.e. Learning Walks). *Provide site funds for interventions based on student need.

LCAP Goal 2: All students will graduate high school and be competitively college and career ready through personalized learning.

Metrics

Personalized learning plans for all students to have ownership and engagement in their college and career goals.	Increase the number of students who are enrolled in Advanced Placement (AP) courses and pass the course with a grade of C or better.	Increase the District reclassification rate for English Learners.
Graduation requirements represent UC/CSU admission and/or industry certification.	Increase the number of students in AP courses taking an AP test and who receive a passing score (3+).	Decrease the number of Long Term English Learners.
Percentage of students completing UC/CSU A-G course requirements.	Increase the percentage of students demonstrating college preparedness as measured by Early Assessment Program (EAP).	Increase the cohort graduation rate at each high school.
Number of pathways that result in certification in high demand, local industry sectors.	Increase the number of students dual and concurrently enrolled in community college classes.	Decrease the number of middle school and high school dropouts.
Increase the percentage of students meeting Individualized Education Plan (IEP) goals and objectives.	Ensure that programs and services are developed and provided to unduplicated (low income, English Learner, foster, homeless, migrant) students.	Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts.
Increase opportunities for all students to learn through online platforms.	Increase the number of students who are "Prepared" on the College and Career Indicator (California School Dashboard).	

Actions

#1 Implement rigorous and differentiated learning models to respond to the needs of diverse learners in preK - Adult Education and promote opportunities for re-teaching, acceleration, and access to a broad course of study, including the following programs:	**#2 Increase student agency through the establishment of internal structures and systems to support self-monitoring and self-regulation that will include:**	**#3 Development and maintenance of school calendars, bell schedules and master schedules to increase equity and access for students to a rigorous and developmentally appropriate instructional program to include the following:**
*Interdisciplinary UC a-g approved courses *Integrated CTE *Integrated VAPA *Online learning *Dual/concurrent enrollment *Dual Immersion program expansion *Ethnic Studies and Mariachi courses will be ready for board approval no later than January 25, 2018	*creation of a digital personalized learning plan and portfolio *transparent grading systems that provide regular updated information regarding student achievement *plans and course of study that include student voice and choice	*Updating Board approved graduation rates to represent eligibility to UC and/or industry certification *Updating course catalog and course descriptions *Conducting a transcript analysis and audit *Increasing opportunities to learn at personal rates *Revise master schedule development to prioritize EL and SpEd learners *Recruit English Learners into Advanced Placement courses

LCAP Goal 3: All students will be successful through the development of targeted and coherent systems of support.

Metrics

Decrease the number of students who are chronically absent.	Ensure that the number of suspensions is proportionate to the population.	Provide a coherent data management system that allows for monitoring of student data.
Increase the attendance rate for all schools.	Decrease the total number of suspensions.	Ensure access to extended learning opportunities.
Increase the number of students in the Healthy Fitness Zone in all 6 standards.	Develop common agreements about district-wide consistent and effective Positive Behavior Interventions and Supports.	Ensure 1:1 access in classrooms and at home.
Increase student sense of safety and school connectedness across all school sites.	Ensure that operational systems provide equity and access to core and least restrictive environment for English Language Learners, students with special needs, and unduplicated students.	Counselors demonstrate evidence of practices that support students' social, emotional, academic, and behavioral needs.
Decrease the number of expulsions.	Provide targeted professional learning of classified staff to support student learning goals.	

Actions

#1 Increase positive school culture and climate, establish a structure for appropriate de-escalation, and increase positive staff-student relationships through: *Create site-based and regional teams including PBIS, RTI, and EL staff in regular lesson planning and design *Developing universal awareness, common language, focus, and ownership of PBIS practices *Identifying and allocating academic, social/emotional supports and interventions for students *Providing professional learning on differences and the relationship between PBIS practices and RTI to support student learning and behavior *Identify tiered supports for students through the implementation of a comprehensive guidance program in alignment with ASCA standards/domains and related to academic development, personal social development and college/career goals	**#2 Increase opportunities for students to self-direct their learning through the development of agency and advocacy of their learning needs and goals through:** *Implement student-led IEPs and conferences *Development of exhibitions to demonstrate learning *Create digital personalized learning plans	**#3 Increase learning opportunities and structures that are based on student interests, needs, and goals, and provide enrichment and acceleration, including:** *online learning *summer programs *after school programs *PUENTE, AVID, and GATE *Learning centers *intern/externships
#4 Ensure processes and systems support Internet access for families to provide students with opportunities for learning at home.	**#5 Identify and implement best practices to ensure increased student attendance. Provide training for staff to include ways to engage students in positive and strength-based approaches.**	

LCAP Goal 4: Improve the English proficiency and academic achievement of English Learners.

Metrics	
Show growth on the English Learner Progress Indicator (California School Dashboard). This is a transition year from CELDT to ELPAC.	Increase the District reclassification rate for English Learners.
Increase the number of State Seals of Biliteracy awarded to students.	Decrease the number of Long Term English Learners.

Actions		
#1 Training and support will be provided to support preK-12 teachers and staff to increase the achievement of English Learners through... *implementing the California English Language Development Standards (see also Goal 1, pages 50 - 52) *support for leveled ELD instruction to target proficiency levels *targeted support for pre-school teachers, special education teachers, EL specialists, and support staff on EL proficiency levels, alternative and ELPAC assessments *follow-up support for EL specialists on implications of language and learning disabilities and training for EL specialists on coaching and support of EL instructional strategies	**#2 Continue to support English Learners and Low Income students by providing additional support and funds to each site.** Site funds are used to provide: intervention support, professional learning, parent education nights, support teachers, extra duty pay for collaboration, conferences for staff, and access to technology. (see also Goal 2, page 57; Goal 3, page 66)	**#3 Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as:** *Continue to provide EL Specialists FTE, EL Coordinators, and clerical support *Continue to have EL Specialists support site and district staff with data analysis to monitor EL progress (see also Goal 3, page 63), recommend appropriate placement, interventions, and provide support for targeted ELD instruction (see also Goal 2, page 59) *Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies aligned to district instructional focus.

LCAP Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

Metrics

Increase participation rate of parents at School Site Council/ELAC/PTA/Boosters to represent diversity of student demographics.	Increase parent/family satisfaction to "high" on Healthy Kids Survey, on key indicators.
Develop opportunities for parents/families and community partners to participate in student-led demonstrations of proficiency.	Increase number of community partnerships that represent the social, emotional, behavioral, and academic success of all students.
Increase opportunities for parent learning through Parent University.	Increase use of technology tools and applications by site staff to communicate with parents about student progress.
Increase parent/family participation in programs for unduplicated pupils.	Increase the number of hits on district website, parent portal, and social media. Develop district website with communication resources that provide for input and feed-
Increase parent/family participation in programs for students with special needs.	

Actions

#1 Enhance home/community/school partnerships as well as parent and community interests such as: *Continue to support and grow Parent University to connect parents and families with community and district-based support. *Offer community-building events such as Read Across America and celebration of student learning and student exhibitions.	**#2 Continue to develop and refine internal and external communication systems (website, newsletter, phone calls) to ensure alignment of messages and engagement of preK-Adult Education parents and families with school and staff.** *Create communication protocols across sites and refine translation services as needed. *Create a calendar of school events and speaker/attendance requests to district staff to support site needs and disseminate to stakeholders. *Build capacity of site and system leaders to plan and facilitate monthly systems and meetings.
#3 Continue to foster and develop internal and external partnerships to support the needs of all preK-Adult Education students to include: *MOUs with community based organizations in social, emotional, behavioral, and academic areas *Increase connection with industry sector partners to support the expansion of course offerings and CTE pathways *Create relationships with community faith leaders to foster connections between home and school in service of student learning	**#4 Ensure that parent and stakeholder groups are in compliance with state and federal guidelines.**