Sequoia Union High School District

Local Control Accountability Plan (LCAP)

2016-2017

480 James Ave.

Redwood City, CA 94062

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Title 5. EDUCATION
Division 1. California Department of Education
Chapter 14.5. Local Control Funding Formula
Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability
Plan Template
Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).
b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.
c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

   NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.
b) "English learner parent advisory committee," as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.
c) "Local control and accountability plan (LCAP)" means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.
d) "Local educational agency (LEA)" means a school district, county office of education, or charter school.

e) "Parents" means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

f) "Parent advisory committee," as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

g) "Prior year" means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

h) "Services" as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

i) "State priority areas" means the priorities identified in Education Code sections 52060 and 52066. For charter schools, "state priority areas" means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

j) "Subgroup" means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

k) "to improve services" means to grow services in quality.

l) "to increase services" means to grow services in quantity.

m) "unduplicated pupil" means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.
2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year
3) Subtract subdivision (a)(2) from subdivision (a)(1).
4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.
5) Add subdivision (a)(4) to subdivision (a)(2).
6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.
7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).
8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.
9) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:
10) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.
(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.
(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:
(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully

demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Sequoia Union High School District Contact (Name, Title, Email, Phone Number): Bonnie Hansen, bhansen@seq.org, (650) 369-1411 LCAP Year:2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes. However, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Section 1: Stakeholder Engagement

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Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Involvement Process	Impact on LCAP

1. **August 2015**
   a. **5th-6th- SUHSD Administrator's CAMP** - The focus areas and agenda for the 2015-16 Administrator's CAMP was built based on needs as well as the 2015-16 LCAP goals: Common Core Access for all, Long Term English Learners, Foster Youth and Homeless. Administrators gave input on systems and procedures to align and/or set up to ensure student needs were being met and progress was monitored.
	1. **August-**
	   a. Administrator's camp - Increased administrators' awareness of 2016-17 Goals, specifically Goal #4 (Long Term ELs), #7 (School Climate) and #8 (Foster Youth). Administrators discussed and determined who and how goals metrics for these goals were going to be monitored and eventually measured.

2. **September 2015**
   a. 1st- Instructional Vice Principal Meeting - Review of LCAP Goals with emphasis on Goal #2 (ELD Standards), Goal #4 (Long Term English Learners) and Goal #8 (Foster Youth)
   b. 15th- Bilingual Resource Teacher Meeting- Review of LCAP Goals with emphasis on Goal #4 (Long Term English Learners) and Goal #8 (Foster Youth)
	2. **September-**
	   a. Same as August (a). Increased awareness of goals and special population. Informed the practices and routines put in place for the school year with respect to Long Term English Learners and Foster Youth- specifically for the Instructional Vice Principals.
	   b. Bilingual Resource Teachers were instructed to devise a plan of action to reach out to and inform parents of unduplicated students with respect to the 15-16 LCAP goals.

3. **October 2015**
   a. 6th- IVP Meeting - Review and discuss LTEL data and identify next steps
   b. 22nd- BRT meeting - Review and discuss LTEL data and identify next steps- focusing on reaching out to parents of unduplicated
	3. **October-** Same as #2 above.

students.

4. **November 2015**
   a. 19th- Meeting w/SDTA President to discuss best way to attain staff/teacher input
   b. 23rd- Request for LCAP Mid-Year Progress to IVPs

5. **December 2015**
   a. 1st- IVP Meeting - Alignment of Single Plan for Student Achievement and LCAP
   b. 10th- Combined Parent Bilingual Liaison and PTSA Meeting- Discuss plan for engaging parents in LCAP Process
   c. 15th- IVP Meeting - Final Day for LCAP Mid-Year Progress input

6. **January 2016**
   a. 4th- Online 2015-16 LCAP Questionnaire (Staff, Teachers, Parents, and Students) Note: This was done for the purpose of ensuring we captured our unduplicated students.
   b. 11th- Principals' Council - Review and Discuss distribution of LCAP Brochure
   c. 11th- Carlmont School Site Council (SSC) Meeting
   d. 19th- Sequoia ELAC/PTSA Meeting- focused on inviting parents/guardians of unduplicated students
   e. 21st- Menlo-Atherton Shared Decision Making Committee
   f. 25th- Woodside Shared Decision Making Committee (SDMC)
   g. 26th- Redwood School Site Council Meeting

7. **February 2016**
   a. 18th- Sequoia School Site Council Committee

8. **March 2016**
   a. 21st- Carlmont ASB and AVID Students Presentation
   b. 23rd- Sequoia AVID Students Presentation
   Note: AVID students represent a large number of our

4. **November-**
   a. The purpose to identify ways to increase teacher/staff awareness of LCAP. At this meeting it was decided to use School Site Council meetings as a venue for engaging a broad range of stakeholders (teachers, staff, administrators and students) to engage in the discussion and development of future LCAPs.
   b. None at this time.

5. **December-**
   a. Sites revised SPSA's to ensure LCAP Goals were embedded in the plan and/or referenced.
   b. Site PTA Presidents and Bilingual Site Parent Liaisons decided on a date and time to invite all parents (especially parents of unduplicated students) and present LCAP as a united front.
   c. Informed the Annual Update Report.

6. **January-**
   a. Survey results indicated a need to increase awareness of LCAP amongst all stakeholders, especially teachers/staff. A PowerPoint was created and shared with site administrators to share with own staff. Established an LCAP brochure to facilitate the understanding of our focus areas/goals.
   b. The brochure was shared electronically with all staff members.
   c.-g. Increased awareness of LCFF and LCAP amongst SSC and SDMC. Determined to include parents on SSCs in our District LCAP-PAC.

7. **February-**
   a. Same as January above.

8. **March-**
   a-b. Informed actions and services for 2016-17 Goals

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Unduplicated counts.

9. April 2016
   a. 13th- LCAP Community Forum
   b. 18th- Menlo-Atherton ASB and AVID Student Presentation

10. May 2016
   a. 31st- Final 2016-17 LCAP Goals Presentation to Parent Advisory Committee which consisted of members of the District English Learner Advisory Committee and School Site/Shared Decision Making Councils as well as parents/guardians of unduplicated students

11. June 2016
   a. 15th- LCAP and Budget Public Hearing
   b. 29th- LCAP and Budget Board Approval

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9. April
   a. Two auto-calls were scheduled to invite members of the LCAP-PAC which consist of parents/guardians of unduplicated students as well as parents acting as members of school site councils.
   b. Same as March a-b above.

10. May
   a. LPAC- PAC members reviewed the 16-17 LCAP and wrote comments for the superintendent to address in writing. The responses from the superintendent are on the district website.

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Annual Update Involvement Process:	Annual Update Impact on LCAP:
1. SUHSD Administrator's CAMP- August 5th–6th of 2015- Reviewed LCAP Goals focusing on unduplicated student groups.	1. None
2. Instructional Vice Principals provided summary of their own progress toward LCAP goals - google docs - December 1st – December 15th.	2. Informed District Annual Update - develop a district progress summary
3. 2015-16 LCAP Goals Survey (January 2016)	3. Informed Annual Update- learned that overall approximately 74% of teachers, parents and students were not familiar with LCAP - developed a plan of action to increase awareness amongst those stakeholder groups.
4. District Parent Coordinator (DPC) and Bilingual Site Parent Liaisons (BSPL) shared and discussed LCAP goals with Migrant Parent Advisory Committee (PAC), ELAC, DELAC, and other parent groups throughout the school year. Among all groups, parents/families of unduplicated students were included and well represented.	4. Informed Annual Update- progress from parents' perspective-increase Parent Project offerings.
5. School Class/Student Presentations – ASB and AVID Groups	5. Informed Annual Update as well as 2016-17 LCAP goals- increase awareness of LCAP to student body and especially Foster Youth and English Learner needs.
6. LCAP Community Forum – April 13, 2016 (Special invitation via two auto-calls were scheduled for parents/families of unduplicated students)	6. Confirmed actions/services implemented at each site

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) *What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?*

2) *What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?*

3) *What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school*

4) *climate)?*

5) *What are the LEA's goal(s) to address any locally-identified priorities?*

6) *How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?*

7) *What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?*

8) *What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?*

9) *What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?*

10) *What information was considered/reviewed for individual schoolsites?*

11) *What information was considered/reviewed for subgroups identified in Education Code section 52052?*

12) *What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?*

13) *How do these actions/services link to identified goals and expected measurable outcomes?*

14) *What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?*

Section 2:

Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

GOAL: 1	**Basic Services:** Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the communities whom we serve.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___

Identified Need :	The district wishes to recruit/hire "highly qualified" teachers that also reflect demographically the overall student population. # and % of Teachers Hired by Ethnicity:

Year	African American	Latino	Asian	Filipino	Pacific Islander	White (Not of Hispanic Origin)	Total
2014-15	1 (1.4%)	4 (5.7%)	14 (20%)	1 (1.4%)	0 (0%)	50 (71.4%)	70
2015-16	5 (9.3%)	4 (7.4%)	9 (16.6%)	3 (5.6%)	1 (1.9%)	32 (59.3%)	54

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 100% of the teachers in the District are "highly qualified" as defined by the state. • Increase in the number and/or percent of teachers hired each year that reflect the overall student demographics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified.		_X_ALL -- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	FTE Cost (minutes Support Classes, Co-teaching, AVID and SAAP below): $62,246,661 Base Object Code: 1000-3999
SUHSD will continue to:	District-	_X_ALL	

• Attend job fairs throughout Bay area as well as Northern CA as needed • Participate in Stanford University Mock Interviews • Post specific as well as "general" positions in Edjoin • Participate in teacher conference, and Explore different means by which to recruit /hire locally and long term teachers who reflect demographically our student population – • Establish a Task Force/Committee • Identify means for supporting classified staff and/or bilingual parents interested in a teaching position.	wide	OR: _X_Low Income pupils _X_English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Recruitment Expenses: $3,000- Base Object code: 5205 Task Force: $5,000- Supplemental Concentration Grant Object code: 1906
Ensure 100% of teachers teaching ELD have appropriate credentials and are highly qualified to teach both ELD and ELA courses.	District-wide	__ALL --- OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant: $10,000- Supplemental Concentration Grant Object Code: 1906
Implement "Developing Our Own" program to recruit future teachers. Brainstorm means by which to support a total of 10 participants in the program.	District-wide	X_ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$125,000- Community Funded Object Code: 5205

<table>
<tr><td colspan="4" align="center">LCAP Year 2: 2017-18</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">• Maintain 100% highly qualified teachers in the District.
• Enhance recruitment and hiring practices districtwide and demonstrate an increase in the number and/or percent of teachers hired that reflect the overall student demographics.
• Continue to support teachers new to the district.
• Continue to increase the overall retention rate of teachers who participate in Teacher Induction Partnership for Success (TIPS)</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified.		_X_ ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	FTE Cost (minutes Support Classes, Co-teaching, AVID and SAAP below): $62,246,661 Base Object Code: 1000-3999
continue to: • Attend job fairs throughout Bay Area as well as Northern CA as needed • Participate in Stanford University Mock Interviews • Post specific as well as "general" positions in Edjoin • Participate in teacher conference • Explore different means by which to attract teachers who reflect demographically our student population – Task Force/Committee	District-wide	_X_ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Recruitment Expenses: $3,000- Base Object code: 5205 Task Force: $5,000- Supplemental Concentration Grant Object code: 1906
Ensure 100% of teachers are highly qualified, specifically teachers of ELD and ELA	District-wide	_X_ ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to support all teachers, including probationary teachers who reflect demographically our student population (i.e. mentoring, after school PD, conferences, etc.). Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.		_X_ ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant: $10,000- Supplemental Concentration Grant Object Code: 1906

Increase participation in "Developing Our Own" program.	District-wide	_X_ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$125,000- Community Funded Object Code: 5205

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• Maintain 100% highly qualified teachers in the District. • Enhance the recruitment and hiring practices districtwide and demonstrate an increase in the number and/or percent of teachers hired each year that reflects the overall student demographics. • Continue to support teachers new to the district. • Increase the overall retention rate of teachers who participate in Teacher Induction Partnership for Success (TIPS)		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified.		_X_ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	FTE Cost (minutes Support Classes, Co-teaching, AVID and SAAP below): $62,246,661 Base Object Code: 1000-3999
continue to: • Attend job fairs throughout Bay Area as well as Northern CA • Participate in Stanford University Mock Interviews • Post specific as well as "general" positions in Edjoin • Participate in teacher conference • Explore different means by which to attract teachers who reflect demographically our student population – Task Force/Committee	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_	Recruitment Expenses: $3,000- Base Object code: 5205 Task Force: $5,000- Supplemental Concentration Grant Object code: 1906
Ensure 100% of teachers teaching ELD have appropriate credentials and are highly qualified to teach both ELD and ELA courses.	District-wide	_X_ALL OR:__Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.) Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase the retention rate.	District-wide	_X_ ALL --- OR:__Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant: $10,000-Supplemental Concentration Grant Object Code: 1906
Increase participation in "Developing Our Own" program.	District-wide	_X_ ALL --- OR:__Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)____	$125,000- Community Funded Object Code: 5205

GOAL: 2	**Basic Services (Materials), Common Core Standards and Student Achievement:** All students will have access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Implementation of CCSS (math and English), literacy standards (science, social studies, and technical subjects), ELD standards and NGSS.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		

Expected Annual Measurable Outcomes:	- Continue to implement Common Core State Standards 100% of Algebra I, Geometry, and Algebra II teachers will implement CCSS units-Math teachers will pilot Algebra I and Algebra Readiness materials and confirm which curriculum to adopt for each course - English teachers will continue to implement and refine CCSS site common units - English and math will continue to use Interim Assessments Blocks (IAB) as District-wide interim assessments - Social Studies courses will implement at least one expository and one argumentative writing piece per year and take one districtwide common assessment based on primary documents - Science teachers will develop and pilot units for biology, physics, and chemistry At minimum, maintain the percent of students districtwide that score "At or Near Standards" in the English and Math IAB and are CSU College ready as measured by CAASPP-EAP. (Because API is no longer calculated, we cannot include result in our LCAP. If and when API is calculated, we will include such data in our measurements.)

English IAB	10th	11th		Math IAB	10th	11th
Edit/Revise	44.0%	44.2%		Linear Functions	24.0%	18.2%
Listen/Interpret	52.6%	54.3%	**2015-16 "Based Scores"**	Geometry	46.1%	36.0%
Research	39.5%	39.4%		Quadratic Functions	51.5%	52.6%
CAASPP-EPA English " Conditionally Ready" and "Ready" combined	63%			Geo & Quad. Funct.	29.7%	30.5%
				CAASPP-EAP- Math "Conditionally Ready" and "Ready" combined	43%	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program is to ensure proper implementation of Common Core state standards as well as ensures all students have access to board adopted and supplemental materials aligned to Common Core State Standards including ELD Standards. (EC 60119 (c))		_X_ALL -- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Instructional Materials: $2,053,314 Base Object Code: 4000
To improve upon our practice, we will continue to - identify, adopt, etc. materials-Algebra II implementation 2016-17, Algebra I implementation 2017-18 - fund instructional coaches, expanding the FTE for math coach and adding a SPED coach.	District-wide	_X_ALL - OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Coaches: $540,000- Base Object Code: 1901
Continue to implement PD program to advance instruction	District-	_X_ALL	Consultants/ Catering/

and learning for Common Core Standards and skills through: - Teacher Orientation Week - Instructional Rounds - CCSS Cohorts - All Staff PD Days - June Institute - After school and on-demand PD modules available for sites and departments	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher Prep: $200,000 Base Object Code: 1900
Support NGSS Curriculum development by paying teachers (up to 30 hours) to develop and pilot units. After pilots these teachers will offer training to other science teachers in their departments to assist them with implementation. Support ELD in the implementation of ELD units aligned to CCSS and ELD Standards. Work with a consultant to support with the planning, delivery and assessment of lessons.	District-wide	__ALL -- OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient _Other Subgroups:(Specify)__SWD_____	NGSS: $20,000 Base Object Code: 1906 ELD Consultant: $10,000- Title III Object Code: 5807 Materials: $3,500- Supplemental Concentration Grant Object Code: 4110

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase the percent of students districtwide that score "At or Near Standards" in the English and Math IAB.						
	English IAB	**10th**	**11th**		**Math IAB**	**10th**	**11th**
	Edit/Revise	44.0%	44.2%	**2015-16** **"Based Scores"**	Linear Functions	24.0%	18.2%
	Listen/Interpret	52.6%	54.3%		Geometry	46.1%	36.0%
	Research	39.5%	39.4%		Quadratic Functions	51.5%	52.6%
					Geo & Quad. Funct.	29.7%	30.5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program is to ensure proper implementation of Common Core state standards as well as ensures all students have access to board adopted and supplemental materials aligned to Common Core State Standards including ELD Standards. (EC 60119 (c))		_X_ALL --- OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Instructional Materials: $2,053,314 Base Object Code: 4000
To improve upon our practice we will:	District-	_X_ALL	Instructional Coaches:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Continue to fund instructional coaches. • Continue to identify, adopt etc. materials as needed to implement CCSS.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$540,000- Base Object Code: 1901
Continue to implement PD program to advance instruction and learning for Common Core Standards and skills through: • Teacher Orientation Week • Instructional Rounds • CCSS Cohorts • All Staff PD Days • June Institute • After school and on-demand PD modules available for sites and departments	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultants/ Catering/ Teacher Prep: $200,000 Base Object Code: 1900
Continue to support NGSS Curriculum development/implementation. Continue to support the implementation/enhancement of ELD units aligned to CCSS and ELD Standards.	District-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _Other Subgroups:(Specify)_____SWD_____	NGSS: $20,000 Base Object Code: 1906 ELD Consultant: $10,000- Title III Object Code: 5807 Materials: $3,500- Supplemental Concentration Grant Object Code: 4110

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase the percent of students districtwide that score "At or Near Standards" in the English and Math IAB.						
	English IAB	**10th**	**11th**	**2015-16 "Based Scores"**	**Math IAB**	**10th**	**11th**
	Edit/Revise	44.0%	44.2%		Linear Functions	24.0%	18.2%
	Listen/Interpret	52.6%	54.3%		Geometry	46.1%	36.0%
	Research	39.5%	39.4%		Quadratic Functions	51.5%	52.6%
					Geo & Quad. Funct.	29.7%	30.5%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

District base program is to ensure proper implementation of Common Core state standards as well as ensures all students have access to board adopted and supplemental materials aligned to Common Core State Standards including ELD Standards. (EC 60119 (c))		_X_ALL -- OR: __Low Income pupils __Englsh Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Instructional Materials: $2,053,314 Base Object Code: 4000
To improve upon our practice we will: • Continue to fund instructional coaches, expanding the FTE for math coach and adding a SPED coach. • Continue to identify, adopt materials as needed.	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Instructional Coaches: $540,000- Base Object Code: 1901
Continue to implement PD program to advance instruction and learning for Common Core Standards and skills through: - Teacher Orientation Week - Instructional Rounds - CCSS Cohorts - All Staff PD Days - June Institute - After school and on-demand PD modules available for sites and departments	District-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultants/ Catering/ Teacher Prep: $200,000 Base Object Code: 1900
Support NGSS Curriculum development by paying teachers (up to 30 hours) to develop and pilot units. After pilots these teachers will offer training to other science teachers in their departments to assist them with implementation. Support ELD in the implementation of ELD units aligned to CCSS and ELD Standards. Work with a consultant to support with the planning, delivery and assessment of lessons.	District-wide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	NGSS: $20,000 Base Object Code: 1906 ELD Consultant: $10,000- Title III Object Code: 5807 Materials: $3,500- Supplemental Concentration Grant Object Code: 4110

GOAL: 3	**Parent Engagement:** Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___

Identified Need :	Because of language needs and levels of understanding of our educational system, we currently have several parent groups operating independently at both the site and district levels engaging and/or educating parents on school/district practices and student learning. The reason for the different groups is due to needs such as language and level of understanding of our educational system. While maintaining our current practices that are accommodating of culture and language, we need to increase participation of "all" parent groups on topics that are common for site and/or district.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All-Unduplicated Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Develop and implement a District-wide Parent Engagement Calendar inclusive of site and district parent meeting/workshops that support site and District-wide goals. • Establish a format/system for evaluating site and District Parent Engagement and education opportunities to inform our practices. • Ensure participation and/or representation of parents of "unduplicated" groups at site/district parent engagement and education opportunities as well as leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee, District English Learner Advisory Committee, and LPAC Parent Advisory Committee). • 100% of school sites will have implemented the SUHSD Parent Project.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

District based program for parent involvement is inclusive but not limited to activities/events such as: Freshmen Orientation, grade Level College Applications Meetings, Back to School Night, and Open House. In addition, the district continues to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, especially parents/guardians of English Learners, Foster Youth and/or Homeless. The coordinator is to perform the District-wide Parent related activities and provide technical support to Site Bilingual Parent Liaison. **District-wide Parent Activities:** • Facilitate, support, assist with District Parent Events: DELAC, 9th grade Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations • Coordinate/Facilitate monthly workshops for Site Bilingual Parent Liaisons • Supports implementation of LEA Plan and LCAP goals • Migrant Parent Workshops and Regional Events **District-wide Parent Engagement Calendar-** • Define/Identify Parent Engagement and Parent Education Opportunities • Identify "common" parent opportunities offered by all school sites and schedule accordingly to make available to all parents regardless of school site • Create/distribute site and district brochures with all the parent meetings/workshops for the 2016-17 school year • Align agenda items and timeline for all ELAC and DELAC meetings to ensure a common message is shared with all parents of English Learners • Include link to sites' parent engagement website on District's Parent website and vice versa.	District-wide	__ALL	District Parent Coordinator Salary/Benefits: $90,000 -25% Migrant- $22,500 -20% Title I- $18,000 -55% Supplemental Concentration Grant - $49,500 Object Code: 2915 Parent Engagement Budget: $50,000-Supplemental Concentration Grant Object Code: 2915

Common Evaluation/Feedback form – Information that we would like to obtain is inclusive of: • Number of meetings/workshops parents attend • Information/topics that are useful, important, and valued by parents • Information on how parents' meetings/workshops support parents • Correlation of parent meetings/workshops and student's progress in school		OR: _Low Income pupils _X English Learners _Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Parent Project
• Continue to support the implementation of SUHSD Parent Project at all the schools: Facilitators (2 per series), materials, food, etc:
    - Four Schools (MA, SQ, WD, RD, possibly CA)
    - 10 Series Total (2 at each school and-CA attends another school)
    - 90 classes (11 per series)
    - 90 parents (10 per series)
    - 4 Facilitators (approximately 70 hrs.)
    - 2 Graduation Ceremonies
• Ensure at least one series is offered to parents of Carlmont students either on site or by encouraging them to attend the series at a different site.
	District-wide	__ALL
		OR:
		 _Low Income pupils _English Learners
		 _Foster Youth _X_ Redesignated fluent English proficient _Other Subgroups:(Specify_ SAAP Program
			Facilitators (4 x 70 hrs. x $45 p/h): $12,600- Title I
			
			Materials (Teacher and Student Guides): $2,000- Title I
			
			Food for all series: $14,400 Supplemental Concentration Grant
			
			All Budge Codes: 2015

Inclusion/"unduplicated" groups at site/district parent engagement and education opportunities • Identify parents of "unduplicated" students that would benefit from participating in key committees such as: ELAC, DELAC, SSC/SDMC, PTA, etc. • Identify/target specific parents to invite and highly encourage to attend different site/district parent meetings/workshops	District-wide	__ALL OR: _Low Income pupils _X English Learners _Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by District Parent Coordinator Budget-listed above

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Review/Revise and implement a District-wide Parent Engagement Calendar inclusive of site and district parent meeting/workshops that support site and District-wide goals. • Implement format/system for evaluating site and District Parent Engagement and education opportunities to inform our practices. • Increase participation and/or representation of parents of "unduplicated" groups at site/district parent engagement and education opportunities, as well as leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee, District English Learner Advisory Committee, and LPAC Parent Advisory Committee). • 100% of school sites will have implemented the SUHSD Parent Project.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District based program for parent involvement is inclusive but not limited to activities/events such as: Freshmen Orientation, grade Level College Applications Meetings, Back to School Night, and Open House. In addition, the district continues to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, especially parents/guardians of English Learners, Foster Youth and/or Homeless. The coordinator is to perform the District-wide Parent related activities and provide technical support to Site Bilingual Parent Liaison. **District-wide Parent Activities:** • Facilitate, support, assist with District Parent Events: DELAC, 9th Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations • Coordinate/Facilitate monthly workshops for Site Bilingual Parent Liaisons • Supports implementation of LEA Plan and LCAP goals • Migrant Parent Workshops and Regional Events	District-wide	__ALL OR: __Low Income pupils _English Learners_ _Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	District Parent Coordinator Salary/Benefits: $90,000 -25% Migrant- $22,500 -20% Title I- $18,000 -55% Supplemental Concentration Grant - $49,500 Object Code: 2915 Parent Engagement Budget: $50,000-Supplemental Concentration Grant Object Code: 2915
Parent Project	District-	__ALL	**Facilitators** (4 x 70 hrs.

• Continue to support the implementation of SUHSD Parent Project at all the schools: Facilitators (2 per series), materials, food, etc. • Ensure at least one series is offered to parents of Carlmont students either on site or by encouraging them to attend the series at a different site.	wide	OR: _Low Income pupils _English Learners _Foster Youth _X_ Redesignated fluent English proficient _Ot_her Subgroups:(Specify)SAAP Program	x $45 p/h): $12,600- Title I **Materials** (Teacher and Student Guides): $2,000- Title I **Food** for all series: $14,400 Supplemental Concentration Grant All Budge Codes: 2015

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• Review/Revise and implement a District-wide Parent Engagement Calendar inclusive of site and district parent meeting/workshops that support site and District-wide goals. • Implement format/system for evaluating site and District Parent Engagement and education opportunities to inform our practices. • Increase participation and/or representation of parents of "unduplicated" groups at site/district parent engagement and education opportunities as well as leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee, District English Learner Advisory Committee, and LPAC Parent Advisory Committee). • 100% of school sites will have implemented the SUHSD Parent Project.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District based program for parent involvement is inclusive	District-	_ALL	District Parent

but not limited to activities/events such as: Freshmen Orientation, grade Level College Applications Meetings, Back to School Night, and Open House. In addition, the district continues to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, especially parents/guardians of English Learners, Foster Youth and/or Homeless. The coordinator is to perform the District-wide Parent related activities and provide technical support to Site Bilingual Parent Liaison. **District-wide Parent Activities:** • Facilitate, support, assist with District Parent Events: DELAC, 9th Grade Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations • Coordinate/Facilitate monthly workshops for Site Bilingual Parent Liaisons • Supports implementation of LEA Plan and LCAP goals • Migrant Parent Workshops and Regional Events	wide	OR: __Low Income pupils X_English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Coordinator Salary/Benefits: $90,000 -25% Migrant- $22,500 -20% Title I- $18,000 -55% Supplemental Concentration Grant - $49,500 Object Code: 2915 Parent Engagement Budget: $50,000-Supplemental Concentration Grant Object Code: 2915
Parent Project • Continue to support the implementation of SUHSD Parent Project at all the schools: Facilitators (2 per series), materials, food, etc. • Ensure at least one series is offered to parents of Carlmont students either on site or by encouraging them to attend the series at a different site.	District-wide	__ALL OR: _Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)SAAP Program	**Facilitators** (4 x 70 hrs. x $45 p/h): $12,600-Title I **Materials** (Teacher and Student Guides): $2,000- Title I **Food** for all series: $14,400 Supplemental Concentration Grant All Budge Codes: 2015

GOAL: 4	**Student Achievement-Long Term English Learners:** Improve overall Long Term English Learner students' learning outcomes as measured by AMAO 1 and AMAO 2 (annual progress and meeting English Proficiency as measured by CELDT) and Reclassification criteria.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___

Identified Need :	Students are not meeting English language proficiency as evidenced by the California English Language Development Test (CELDT) nor are they meeting the District's reclassification criteria. For the past two years, SUHSD has not met AMAO 2-Percent of ELs attaining English Proficiency on the CELDT for either group (Less than and More than 5 years) and for the current year (2015-16) the preliminary reports indicate we continue to fall short in meeting the state target. In addition, the changes in our reclassification timeline affected our data per CALPADS. Not reclassifying students at the start of the school year has lessened the numbers reported to CALPADS in October. This is explains the significant drop in our reclassification rate from 2013-14 to 2014-15, and it will probably be the same for 2015-16.

	14-15 Data Reports	**15-16 Preliminary Reports**	**15-16 State Target**		**13-14 Reclassification Rate**	**14-15 Reclassification Rate**
AMAO 1	60.4%	59.1%	62.0%	SUHSD	8.9%	4.4% *
AMAO 2 Less than 5yrs	16.3%	15.4%	25.4%	County	10.5%	9.4%
AMAO 2 5yrs or more	51.4%	48.6%	52.8%	State	12.0%	11.0%

*Percent taken from Data Quest (CDE) - minus Summit and Everest numbers.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Increase the percent of students demonstrating overall growth as measured by AMAO 1 from 59% to 62%, and the percent (5 years or more) achieving English Proficiency as measured by AMAO 2 from 48% to at 53%.
	• Increase the percent of students meeting reclassification to reflect the county's percentage of 10.5%
	• Revise Reclassification process and timeline to ensure it is aligned to State recommendations and data collection:
	   - Determine method of assessing and measuring "Basic Skills in English Language Arts"
	   - Establish timeline for reclassification in Spring and Fall
	• Develop a plan to revise SUHSD EL Master Plan

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program is to ensure English Learners receive	District-	__ALL	BRT Salaries and

access to grade level curriculum as well as instruction in English Language Development as per federal regulations. To ensure this is done and/or improve our practices, we will:
 	
Continue to support a Bilingual Resource Teacher at each of the sites to monitor English Learners progress towards English Proficiency, as measured by CELDT, and reclassification as well as monitor progress of Reclassified ELs in mainstream classes.
 	
Increase the percent of LTELs achieving English Proficiency (as measured by CELDT) and Reclassification by:
• Identifying and targeting LTELs to work with and consult regarding CELDT
• Share list of targeted group with core teachers for them to have "pep talks" with students
• Establishing testing practices for CELDT that are positive and encouraging such as:
  - CELDT presentations (Face to Face, Video/Audio Announcements)
  - CELDT Data Chats
  - Providing snacks during testing
  - Small Group Testing (possibly group students by Overall scores)
• Conducting District and/or site LTEL quarterly meetings
• Including CELDT and LTEL information in the District PD scheduled for September. Include Reclassification information during the morning session for all teachers as well as a Breakout session in the afternoon for teachers interested in learning how to use CELDT scores to inform their practices and how they can support LTEL in their classes.
	wide	OR:
		_X_ Low Income pupils __ English Learners
		__ Foster Youth _X_ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
			benefits: $513,000
			-23% Title III LEP-$118,125
			-77%- Supplemental Concentration Grant-$394,875
			
			Object Code: 1901

Continue to support sites for English Learner services at an	District-	__ ALL	$450,000- Supplemental

average rate per student. (For 2016-17- $230 per student) Services may include any of the following: • Personnel: Bilingual Aids, Bilingual Parent Liaison • Supplemental Materials • Professional Development (Teacher release time, Conferences, etc:) • Parent Involvement • Field Trips • Extended Day/Summer Services: Tutoring Center, summer school, credit recovery courses	wide	OR: _X_ Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Concentration Grant Object Code: 4300
Implement the work started by the EL Task Force. • ensure LTELs receive language development instruction during their school day • implement district-wide professional development plan that will enhance teachers' understanding of the special needs of LTELs • Determine/implement ELD program (Designated ELD or Integrated ELD) • Continue PD on Designated vs. Integrated ELD in the district-wide PD in January • Revise SUHSD EL Master Plan	District-wide	__ALL OR: _X_ Low Income pupils X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant (PD and EL Master Plan Support): $6,000- Title I Object Code: 5807

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	• Increase the percent of students demonstrating overall growth as measured by AMAO 1 from 59% to 62%, and the percent (5 years or more) achieving English Proficiency as measured by AMAO 2 from 48% to 53%.
	• Revise Reclassification process and timeline to ensure it is aligned to State recommendations and data collection:
	  - Determine method of assessing and measuring "Basic Skills in English Language Arts"
	  - Establish timeline for reclassification in Spring and Fall
	• Develop a plan to revise SUHSD EL Master Plan

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program is to ensure English Learners receive	District-	__ALL	BRT Salaries and

access to grade level curriculum as well as instruction in English Language Development as per federal regulations.
 	
To ensure this is done and/or improve our practices, we will:
 	
Continue to support a Bilingual Resource Teacher at each of the sites to monitor English Learners progress towards English Proficiency, as measured by CELDT, and reclassification as well as monitor progress of Reclassified ELs in mainstream classes.
 	
Increase the percent of LTELs achieving English Proficiency (as measured by CELDT) and Reclassification by:
• Identifying and targeting LTELs to work with and consult regarding CELDT
• Share list of targeted group with core teachers for them to have "pep talks" with students
• Establishing testing practices for CELDT that are positive and encouraging such as:
  - CELDT presentations (Face to Face, Video/Audio Announcements)
  - CELDT Data Chats
  - Providing snacks during testing
  - Small Group Testing (possibly group students by Overall scores)
• Continue with District and/or site LTEL quarterly meetings
• Continue to inform/remind teachers about CELDT and LTEL information via District-wide PD. Include Reclassification information and strategies on how best support LTEL in mainstream classes.
	wide	OR:
		_X_Low Income pupils X_English Learners
		__Foster Youth _X_Redesignated fluent English proficient __Other
		Subgroups:(Specify)_____
			benefits: $513,000
			-23% Title III LEP- $118,125
			-77%- Supplemental Concentration Grant- $394,875
			
			Object Code: 1901

Continue to support sites for English Learner services at an	District-	__ALL	$450,000- Supplemental

| average rate per student. Services may include any of the following:
• Personnel: Bilingual Aids, Bilingual Parent Liaison
• Supplemental Materials
• Professional Development (Teacher release time, Conferences, etc.)
• Parent Involvement
• Field Trips
• Extended Day/Summer Services: Tutoring Center, summer school, credit recovery courses | wide | OR:
_X_Low Income pupils X_English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)_____ | Concentration Grant Object Code: 4300 |
| Continue the work started by the EL Task Force.
• Identify means by which to ensure LTELs receive language development instruction during their school day
• Establish a district-wide professional development plan that will enhance teachers' understanding of the special needs of LTELs and how to meet them for implementation in 2017-18.
• Investigate programs that support language development for LTELs (Designated ELD or Integrated ELD) for implementation in 2017-18.
• Include Designated vs. Integrated ELD in the District-wide PD in January.
• Establish committee to begin revision of SUHSD EL Master Plan | District-wide | __ALL
OR:
_X_Low Income pupils X_English Learners
__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Consultant (PD and EL Master Plan Support): $6,000- Title I Object Code: 5807 |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Increase the percent of students demonstrating overall growth as measured by AMAO 1 from 59% to 62%, and the percent (5 years or more) achieving English Proficiency as measured by AMAO 2 from 48% to 53%.
	• Revise Reclassification process and timeline to ensure it is aligned to State recommendations and data collection:
	   - Determine method of assessing and measuring "Basic Skills in English Language Arts"
	   - Establish timeline for reclassification in Spring and Fall
	• Develop a plan to revise SUHSD EL Master Plan

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program is to ensure English Learners receive	District-	__ALL	BRT Salaries and

access to grade level curriculum as well as instruction in English Language Development as per federal regulations. To ensure this is done and/or improve our practices, we will: Continue to support a Bilingual Resource Teacher at each of the sites to monitor English Learners progress towards English Proficiency, as measured by CELDT, and reclassification as well as monitor progress of Reclassified ELs in mainstream classes. Increase the percent of LTELs achieving English Proficiency (as measured by CELDT) and Reclassification by: • Identifying and targeting LTELs to work with and consult regarding CELDT • Share list of targeted group with core teachers for them to have "pep talks" with students • Establishing testing practices for CELDT that are positive and encouraging such as: - CELDT presentations (Face to Face, Video/Audio Announcements) - CELDT Data Chats - Providing snacks during testing - Small Group Testing (possibly group students by Overall scores) • Continue with District and/or site LTEL quarterly meetings • Continue to inform/remind teachers about CELDT and LTEL information via District-wide PD. Include Reclassification information and strategies on how to best support LTEL in mainstream classes.	wide	OR: _X_ Low Income pupils X _ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	benefits: $513,000 -23% Title III LEP-$118,125 -77% - Supplemental Concentration Grant-$394,875 Object Code: 1901
Continue to support sites for English Learner services at an	District-	__ALL	$450,000- Supplemental

average rate per student. Services may include any of the following: • Personnel: Bilingual Aids, Bilingual Parent Liaison • Supplemental Materials • Professional Development (Teacher release time, Conferences, etc.) • Parent Involvement • Field Trips • Extended Day/Summer Services: Tutoring Center, summer school, credit recovery courses	wide	OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Concentration Grant Object Code: 4300
Assess the implementation of the EL Task Force work and identify next steps.	District-wide	__ALL -- OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Consultant (PD and EL Master Plan Support): $6,000- Title I Object Code: 5807

GOAL: 5	**Student Achievement- College & Career:** All students enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G completion.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify ____

Identified Need:	The District will continue to work on increasing the A-G completion rate for "All" students and decrease the gap between "All" students and each applicable subgroup as measured by SUHSD's Dashboard annual metrics. Currently, the percent of graduating seniors District-wide meeting A-G is approximately 65.1% while the percent of our unduplicated subgroups is lower.

Student Rates	All Students	African American	Asian	Latino	Pacific Islander	White	SWD	SED	EL + RFEP	Foster Youth
2012-13	55.5	23.5	76.3	32.6	35.5	74.5	15.0	28.0	31.2	0.0
2013-14	61.2	26.9	81.4	43.0	25.8	78.6	15.9	37.2	38.7	33.3
2014-15	65.1	31.4	84.6	46.8	36.5	81.1	22.4	42.1	43.0	0.0

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	ALL with an emphasis on unduplicated groups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program is to provide a broad course of study	District-	_X_ALL	

for all students as described in EC section. In addition, the district will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to: • Support a College & Career Advisor (CCA) at each site • Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements. • Align graduation requirements with courses that meet A-G subject area courses, as needed. • Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits), and Explore ways to offer A-G credit recovery courses during the school day in addition to summer school and/or online courses. Develop a system to easily identify students' A-G status in efforts to efficiently monitor progress.	wide	OR: __Low Income pupils __English Learners__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4 CCA: $500,000- Base Object Code: 1901 Support Classes $1,568,000 - Supplemental Concentration Grant Object Code: 1101
Continue Co-teaching practices for Students with Disabilities whose IEPs indicate a need for this accommodation. Establish a system to monitor student progress quarterly or at the end of each semester.	District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___SWD___	Co-Teaching: $385,000- Base Object Code: 1101
Continue to monitor and support the following groups of students: • English Learners • Foster Youth (FY)/Homeless • Social-Economically Disadvantage (SED) • Migrant • AVID	District-wide	_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless	AVID Sections $350,500- Base Migrant: $132,000- Title I, Part D FY/Homeless: $8,000- Title I, Part A Object code: 1101
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating senior meeting A-G requirements by 3% of gap from prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year.			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program is to provide a broad course of study for all students as described in EC section. In addition, the district will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to: • Support a College & Career Advisor (CCA) at each site • Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements. • Align graduation requirements with courses that meet A-G subject area courses, as needed. • Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits) Explore ways to offer A-G credit recovery courses during the school day in addition to summer school and/or online courses. Develop a system to easily identify students' A-G status in efforts to efficiently monitor progress.		District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4 CCA: $500,000- Base Object Code: 1901 Support Classes $1,568,000 - Supplemental Concentration Grant Object Code: 1101
Continue Co-teaching practices for Students with Disabilities whose IEPs indicate a need for this accommodation. Monitor student progress quarterly or at the end of each semester.		District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___SWD___	Co-Teaching: $385,000- Base Object Code: 1101
Continue to monitor and support the following groups of		District-	_X_ALL	AVID Sections $350,500-

| students:
• English Learners
• Foster Youth (FY)/Homeless
• Social-Economically Disadvantage (SED)
• Migrant
• AVID | wide | OR:
 _X_Low Income pupils _X_English Learners
 _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless_ | Base
Migrant: $132,000- Title I, Part D
FY/Homeless: $8,000- Title I, Part A
Object code: 1101 |

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program is to provide a broad course of study for all students as described in EC section. In addition, the district will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to: • Support a College & Career Advisor (CCA) at each site • Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements. • Align graduation requirements with courses that meet A-G subject area courses, as needed. • Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits) Explore ways to offer A-G credit recovery courses during the school day in addition to summer school and/or online courses.	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	4 CCA: $500,000- Base Object Code: 1901 Support Classes $1,568,000 - Supplemental Concentration Grant Object Code: 1101
Continue Co-teaching practices for Students with Disabilities whose IEPs indicate a need for this accommodation. Monitor student progress quarterly or at the end of each semester.	District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__SWD__	Co-Teaching: $385,000- Base Object Code: 1101

Continue to monitor and support the following groups of students: • English Learners • Foster Youth (FY)/Homeless • Social-Economically Disadvantage (SED) • Migrant • AVID		_X_ALL OR: _X_Low Income pupils _X_English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless_	AVID Sections $350,500-Base Migrant: $132,000- Title I, Part D FY/Homeless: $8,000-Title I, Part A Object code: 1101

GOAL: 6	**Locally Defined Criteria:** All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _AP/IB enrollment and completion rates_

Identified Need :	The District needs to continue to work to increase the number of "All" students who take at least one AP/IB course by the end of their senior year and decrease the gap between "All" students and each applicable subgroup each year as per SUHSD Dashboard annual metrics. The current percent of graduating seniors who have taken an AP/IB course is approximately 62.8%. The targeted subgroups percentages are:

Student Rates	All Students	African American	Asian	Latino	Pacific Islander	White	SWD	SED	EL + RFEP
2012-13	60.2	27.9	81.2	45.8	29.0	75.2	16.7	40.4	43.7
2013-14	62.0	26.9	75.6	47.0	22.6	77.4	12.5	43.7	45.1
2014-15	62.8	29.4	79.2	49.6	21.2	75.8	17.7	43.6	44.2

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating senior taking at least one AP/IB course by 3% of prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course by 3% of the prior year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program is to ensure all students have access to a rigorous course of study such as AP/IB courses. To ensure students access and enroll in at least one AP/IB course we will: Continue to : - Refine/modify plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses - Work with Equal Opportunity Schools (EOS) or similar agencies to survey students and staff in efforts to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th-10th grade honors courses - Require AVID students to develop/modify their 4-year plan annually to include at least one AP/IB course. - Require AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5 expenditures + EOS: $46,000-Supplemental Concentration Grant Object Code: 5807
Support traditionally underrepresented students in AP/IB courses by providing: - Professional development for teachers around Growth Mindset and scaffolding strategies - Supplemental materials to facilitate "access" to rigorous curriculum - Release time for teachers to collaborate on planning and monitor/support student progress	District-wide	__ALL OR: X Low Income pupils __English Learners Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000-Supplemental Concentration Grant Object Code: 1906
LCAP Year 2: 2017-18			

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of gap from prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course by 3% each year.			
Actions/Services		Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program is to ensure all students have access to a rigorous course of study such as AP/IB courses. To ensure students access and enroll in at least one AP/IB course we will: Continue to : • Refine/modify plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses • Work with Equal Opportunity Schools (EOS) or similar agencies to survey students and staff in efforts to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th-10th grade honors courses • Require AVID students to develop/modify their 4-year plan annually to include at least one AP/IB course. • Require AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses		District-wide	_X_ ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5 expenditures + EOS: $46,000-Supplemental Concentration Grant Object Code: 5807
Support traditionally underrepresented students in AP/IB courses by providing: • Professional development for teachers around Mindset and scaffolding strategies • Supplemental materials to facilitate "access" to rigorous curriculum • Release time for teachers to collaborate on planning and monitor/support student progress		District-wide	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000-Supplemental Concentration Grant Object Code: 1906

LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of gap from prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course by 3% each year.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
District base program is to ensure all students have access to a rigorous course of study such as AP/IB courses. To ensure students access and enroll in at least one AP/IB course, we will continue to : • Refine/modify plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses • Work with Equal Opportunity Schools or similar agencies to survey students and staff in efforts to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th-10th grade honors courses • Require AVID students to develop/modify their 4-year plan annually to include at least one AP/IB course. • Require AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Covered by Goal 5 expenditures + EOS: $46,000-Supplemental Concentration Grant Object Code: 5807
Support traditionally underrepresented students in AP/IB courses by providing: • Professional development for teachers around Mindset and scaffolding strategies • Supplemental materials to facilitate "access" to rigorous curriculum • Release time for teachers to collaborate on planning and monitor/support student progress	District-wide	__ALL OR: X Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$10,000-Supplemental Concentration Grant Object Code: 1906

GOAL: 7	**Student Engagement and School Climate:** All sites will promote positive learning environments for their school communities that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, drop out, suspension, and expulsion rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Continue to reduce drop out, suspension, and expulsion rates and increase the percent of seniors that complete graduation requirements as well as the percent of 9th grade students successfully completing 30 credits by the end of their first semester.

"All" students

Special Population: Number of Expulsions

Rates	Drop Out Rate	Suspension Rate	Expulsions #			SWD	SED	EL & RFEP Combined
2014-15 End of Year	4.5%	5.4%	37		2014-15 End of Year	3	32	28
2015-16 Fall Semester	3.9%	2.6%	3		2015-16 Fall Semester	3	2	2

Special Population: Suspensions Rates

9th Grade First Semester Data- % of students with 30 or more credits

Rates	SWD	SED	EL & RFEP Combined		Student Groups	All Students	SWD	SED	EL	RFEP	FY	Home-less
2014-15 End of Year	11.5%	9.5%	8.5%		2014-15	83.9%	79.9%	71.2%	69.8%	76.6%	66.6%	60.0%
2015-16 Fall Semester	5.3%	4.7%	4.2%		2015-16	85.0%	71.2%	73.3%	67.7%	80.5%	0.0%	100%

Graduation Rates (Received Diploma, GED, Certificate @ Comprehensive School)

Student Groups	All Students	SWD	SED	EL	RFEP	FY	Homeless
Class of 2014	70.6%	55.3%	55.4%	42.0%	75.0%	66.7%	28.6%
Class of 2015	71.9%	56.4%	54.5%	26.2%	73.7%	33.3%	50.0%

Note: Middle school dropout rates are not relevant because we do not service middle school students.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• Decrease the dropout, suspension and expulsion rate for "All" students in general and decrease the gap between "All" students and each applicable pupil subgroup as per SUHSD's Dashboard annual metrics, thus increasing the graduation range for "all" and applicable subgroups. • Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics. • Increase the percent of "All" sophomores earning 120 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics. • At minimum, maintain the district's calculated attendance rate of 91.4% for all students and increase the rate of subgroups to 90%. This will ensure we are continuously monitoring chronic absenteeism, especially with our subgroups.

Attendance Rates	All	SWD (Sped)	SED (Low Income)	EL
2015-16	91.4%	85.8%	86.8%	84.5%
2016-17	92%	90%	90%	90%

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program ensures clean and safe facilities for all students.		_X_ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Facilities: $9,824,315 Base Object Code: 2000-6999
In addition, to support sites in their efforts, we will expand the Sequoia Aspiration Advocates Program (SAAP) to include identified/targeted "at risk" 9th and 10th grade students.	District-wide	_X_ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SAAP Benefits/Salary: $525,600- 425, 600- Base 100,000- Community Fund Object Code: 1901
Continue to fund programs district-wide for "at risk"	District-	_X_ALL	Compass: $100,000 –

students. • Compass (Incoming 9th graders) • Team Ascent (Incoming 9th graders) • Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access. • Support the Independent Studies (IS) program (Case load not to exceed 28 students per IS teacher) • Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension • Support concurrent enrollment in SUHSD's Adult School program. Continue the practice of SUHSD Board of Trustees reviewing the recommendations for expulsions with a high level of scrutiny before approving.	wide	OR: _X_ Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _Homeless_	Base Object Code: 1101 Team Ascent: $143,000 Title I, Part A Object Code: 1107,2107,3000,4352,1907,5205,4310,5720 Summer School: $503,816 Supplemental Concentration Grant Object Code: 1107, 1307,2107,2407,2237,3000,4310,4351,5205,5720 Independent Studies: $250,000 – Supplemental Concentration Grant Object Code: 1101, 3000 Acknowledge Alliance: $57,000 Supplemental Concentration Grant Object Code: 5807 Adult School: $20,000-Supplemental Concentration Grant Object Code: 1101

LCAP Year 1: 2017-18				
Expected Annual Measurable Outcomes:	• Decrease the dropout, suspension and expulsion rate for "All" students in general and decrease the gap between "All" students and each applicable pupil subgroup as per SUHSD's Dashboard annual metrics. • Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics. • Increase the percent of "All" sophomores earning 120 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
District base program ensures clean and safe facilities for all students.		_X_ ALL -- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Facilities: $9,824,315 Base Object Code: 2000-6999
Continue to support the Sequoia Aspiration Advocates Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students.	District-wide	_X_ ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		SAAP Benefits/Salary: $525,600- 425, 600- Base 100,000- Community Fund Object Code: 1901
Evaluate the current programs for "at risk" students and modify as needed: • Compass (Incoming 9th graders) • Team Ascent (Incoming 9th graders) • Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access. • Support the Independent Studies (IS) program (case load not to exceed 28 students per IS teacher) • Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension • Support concurrent enrollment in SUHSD's Adult School program.	District-wide	_X_ ALL OR: _X_Low Income pupils X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless		Compass: $100,000 –Base Object Code: 1101 Team Ascent: $143,000 Title I, Part A Object Code: 1107, 2107, 3000,4352,1907,5205,4310, 5720 Summer School: $503,816 Supplemental Concentration Grant Object Code: 1107, 1307, 2107,2407,2237,3000,4310

LCAP Year 3: 2018-19	
Expected Annual Measurable Outcomes:	• Decrease the dropout, suspension and expulsion rate for "All" students in general and decrease the gap between "All" students and each applicable pupil subgroup as per SUHSD's Dashboard annual metrics. • Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics. • Increase the percent of "All" sophomores earning 120 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program ensures clean and safe facilities for all students.		_X_ ALL --- OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Facilities: $9,824,315 Base Object Code: 2000-6999
Evaluate the effectiveness of the Sequoia Aspiration Advocates Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students and modify as needed.	District-wide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SAAP Benefits/Salary: $525,600- 425, 600- Base 100,000- Community Fund Object Code: 1901
Evaluate programs in place for "at risk" students and	District-	_X_ ALL	Compass: $100,000 –

determine whether to continue or refine them: • Compass (Incoming 9th graders) • Team Ascent (Incoming 9th graders) • Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access. • Support the Independent Studies (IS) program (Case load not to exceed 28 students per IS teacher) • Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension • Support concurrent enrollment in SUHSD's Adult School program	wide	OR: X__Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless__	Base Object Code: 1101 Team Ascent: $143,000 Title I, Part A Object Code: 1107, 2107,3000,4352,1907,52 05,4310,5720 Summer School: $503,816 Supplemental Concentration Grant Object Code: 1107, 1307,2107,2407,2237,30 00,4310,4351,5205,5720 Independent Studies: $250,000 – Supplemental Concentration Grant Object Code: 1101, 3000 Acknowledge Alliance: $57,000 Supplemental Concentration Grant Object Code: 5807 Adult School: $20,000-Supplemental Concentration Grant Object Code: 1101

GOAL: 8	All foster youth will be properly identified, promptly enrolled in appropriate classes, and will have access to academic resources and support on at least an equal basis as other students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X_ 8__ COE only: 9__ 10__ Local : Specify ___
Identified Need :	With evolving state definitions, the District needs to continue to update systems to ensure we continue to properly identify Foster Youth who may not be coming from foster homes and/or shelters, that Foster Youths new to the District are promptly enrolled in the appropriate school and classes, and that means of transportation to and from school are identified and secured when appropriate.	

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	• 100% of FY new to our District will be promptly enrolled in the appropriate school and classes • 100% of transferring FY received appropriate credits for work completed • District FY Liaison, Attendance/Wellness Coordinator and/or Site Contacts attend Foster Youth Conference

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District base program consists of support systems to ensure students' needs are met via internal resources and/or with the support of outside partners/agencies. To ensure needs of Foster Youth and homeless students are met, we will: • Provide opportunities for site administrators to receive training on Foster regulations, trauma, needs and support systems by attending local workshops/meetings, State Foster Youth Conference, or by collaborating with County Office of Education-Foster Youth Liaison and Homeless Liaison.	District-wide	__ALL OR: _X_Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless___	Consultant: $10,000- Supplemental Concentration Grant Object Code: 5807, 5202
Continue to monitor proper implementation of policies/procedures put in place for identifying, enrolling, obtaining academic records and awarding credits for transferring Foster Youth and/or homeless students.	District-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)__Homeless__	Attendance and Welfare Coordinator (Portion of Salary): $30,000- Base Object Code: 1321
Consider identifying/recruiting personnel to support the	District-	__ALL	Salary/Benefits:

District FY Liaison and site FY contacts to monitor academic progress of Foster Youth, homeless and other underrepresented/at risk groups.	wide	OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless__	$60,000: -$35,000 (Migrant) -$5,000-(Title I, Part A)-$20,000 (Supplemental Concentration Grant) Object Code: 1200

LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	• 100% of FY new to our District will be promptly enrolled in the appropriate school and classes • 100% of transferring FY received appropriate credits for work completed • District FY Liaison, Attendance/Wellness Coordinator and/or Site Contacts attend Foster Youth Conference		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program consists of supports systems to ensure students' needs are met via internal resources and/or with the support of outside partners/agencies. To ensure needs of Foster Youth and homeless students are met, we will: Continue to provide opportunities for site administrators to receive training on Foster regulations, needs and support systems by attending local workshops/meetings, State Foster Youth Conference, or by collaborating with County Office of Education-Foster Youth Liaison.	District-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless___	Consultant: $10,000-Supplemental Concentration Grant Object Code: 5807, 5202
Continue to monitor proper implementation of policies/procedures put in place for identifying, and enrolling, of Foster Youth and/or homeless.	District-wide	__ALL OR: _X_Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless___	Attendance and Welfare Coordinator (Portion of Salary): $30,000- Base Object Code: 1321
Consider identifying/recruiting personnel to support the	District-	__ALL	Salary/Benefits:

District FY Liaison and site FY contacts to monitor academic progress of Foster Youth, homeless and other underrepresented/at risk groups	wide	OR: _X_ Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless____	$60,000: -$35,000 (Migrant) -$5,000- (Title I, Part A)- $20,000 (Supplemental Concentration Grant) Object Code: 1200

LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	• 100% of FY new to our District will be promptly enrolled in the appropriate school and classes • 100% of transferring FY received appropriate credits for work completed • District FY Liaison, Attendance/Wellness Coordinator and/or Site Contacts attend Foster Youth Conference		

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
District base program consists of supports systems to ensure students' needs are met via internal resources and/or with the support of outside partners/agencies. To ensure needs of Foster Youth and homeless students are met, we will: Continue to provide opportunities for site administrators to receive training on Foster regulations, needs and support systems by attending local workshops/meetings, State Foster Youth Conference, or by collaborating with County Office of Education- Foster Youth Liaison.	District-wide	__ALL OR: _X_ Low Income pupils __English Learners X__ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Homeless____	Consultant: $10,000- Supplemental Concentration Grant Object Code: 5807, 5202
Continue to monitor proper implementation of policies/procedures put in place for identifying, enrolling, obtaining academic records and awarding credits for transferring Foster Youth and/or homeless students.	District-wide	__ALL OR: _X_Low Income pupils __English Learners_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__Homeless_____	Attendance and Welfare Coordinator (Portion of Salary): $30,000- Base Object Code: 1321
Consider identifying/recruiting personnel to support the	District-	__ALL	Salary/Benefits:

| District FY Liaison and site FY contacts to monitor academic progress of Foster Youth, homeless students and other underrepresented/at risk groups | wide | OR:
_X_Low Income pupils __English Learners_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____Homeless_____ | $60,000: -$35,000 (Migrant) -$5,000-(Title I, Part A)-$20,000 (Supplemental Concentration Grant) Object Code: 1200 |

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Original GOAL #1 from prior year LCAP:	**Basic Services:** Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase teachers who represent demographically the communities whom we serve.	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___

Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:		All

Expected Annual Measurable Outcomes:	• Maintain 100% highly qualified teachers in the District. • Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics.	Actual Annual Measurable Outcomes:	• The percent of teachers highly qualify as defined by the state during the 2015-16 school year was 99.6%.

Year	African American	Latino	Asian	Filipino	Pacific Islander	White (Not of Hispanic Origin)	Total
2014-15	1 (1.4%)	4 (5.7%)	14 (20%)	1 (1.4%)	0 (0%)	50 (71.4%)	70
2015-16	5 (9.3%)	4 (7.4%)	9 (16.6%)	3 (5.6%)	1 (1.9%)	32 (59.3%)	54

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Review and revise District-wide recruiting and hiring practices, policies and/or procedures: • Identify and establish baseline of percentage of teachers who apply for positions in our district that are not white; • Establish retention baselines of highly qualify teachers of diverse backgrounds; • Align practices District-wide. Research and identify 3-5 recruitment opportunities and begin recruitment efforts locally. Example: • CABE Institute- San Francisco (March 2016) • Teacher Recruitment Fairs • Career/Job Fairs	$30,000 recruitment travel expenses. (Base)	With the exception of two teachers at one of our comprehensive sites, all of our teachers are considered "highly qualified" as defined by the state. The district office is working with the two teachers found not "highly qualified" to ensure they meet all state requirements. As for working to increase the percent of teachers hired to mirror the overall demographics of our students/community, district staff and site administrators participated in the SMCOE job fair by being present during the fair, informing potential candidates of openings for the 2015-16 school year while educating them of our student population, demographics, and special needs. In addition, we continue to identify staffing needs early in the school year to strategize and recruit appropriately for the following year. This spring we participate in the CABE Conference which will be held in San Francisco, as well as attend several fairs throughout the area including one hosted by the SMCOE in April. We continue to use Edjoin as a means of advertising our positions, and we also continue partnering with Stanford's STEP program to recruit new teachers. In addition, a private funder came forward to fund a program we are calling Developing Our Own. Said program will allow five of the District's current classified employees to move as a cohort through and complete a Notre Dame teaching credential. If the pilot is successful, the District hopes to increase participants in years to follow.	$3,000 Job Fairs and promotional Items (Base)
_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient___Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016-17 we will continue to focus on hiring "highly qualified" teachers as defined by the state as well as continue to increase the number of teachers who mirror the demographics of our overall student population. In addition, we will look into developing support systems for new teachers to the district to assist with acclimation to the district and school culture and increase the percent of teachers who continue with the district.

Original GOAL #2 from prior year LCAP:	**Basic Services (Materials), Common Core Standards and Student Achievement:** All students will have access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.	Related State and/or Local Priorities: 1__ 2 _X_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __

Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:		ALL

Expected Annual Measurable Outcomes:	• Implementation by 100% of Algebra teachers and 11th/12th ELA teachers to use the SUHSD's Common Core Units (Grade and Content Specific); • Develop Common Core English Units for 9th and 10th grades; • All ELD teachers and "identified" ELA teachers will have been trained on the new ELD standards and exposed to the new ELA/ELD Frameworks; • Establish student achievement baseline from 2014-15 SBAC results once available from the state; • Integrate ELD standards into CC English Units.	Actual Annual Measurable Outcomes:	• Adopted 2 Geometry textbooks to be used District-wide. • Implemented both Algebra 1 and 11th/12th English Common Core (CC) Units district-wide. • Developed and implemented 9th and 10th English CC units • Science established a Curriculum plan integrating NGSS to be implemented in 2017-2018. • District SBAC Results 2014-15: 58% met or exceeded ELA standards and 40% met or exceeded Math standards. • 100% of ELD teachers were introduced and trained on ELD standards and ELA/ELD frameworks. • 100% of staff done with coaching cycle in DII at end of schoolyear 2016 • Common Core Cohorts - 55 teachers participated this year, lesson studies, collected data
LCAP Year: 2015-16			

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Identify, adopt and/or secure materials for at least one subject area/grade level per year (2015-16: Math-Geometry, ELA- 9th/10th CC Units). Science Lead Team develops an NGSS implementation plan.		Material adoption $300,000 (Base) Lead Teachers (Math/English) $200,000 (Base)	Districtwide we adopted 2 Geometry textbooks for our school sites to choose from and use, and we established a committee that has been reviewing Algebra II textbooks with the goal to adopt for the 2016-17 school year. Our Algebra and 11th/12th grade English teachers continued to implement the CC units developed and worked on identifying/developing common assessments. In addition 9th and 10th grade English Lead Teachers came together, developed and began the implementation of 9th/10th grade English CC Units. As for science, the department chairs established a curriculum plan aligned to NGSS to be implemented in 2017-18. That work will begin this summer.		Material Adoptions $280,000 (Base) Lead Teachers $176,000 (Base)
Scope of service:	District-wide		Scope of service:	District-wide	
_X_ALL			_X_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Collaborate with EL Coordinator from SMCOE in order to: • Develop a plan and provide training of ELD standards and ELA/ELD Frameworks to all ELD and targeted ELA teachers (11th grade); • Integrate ELD standards in to CC English Units.		SMCOE Consultant $18,000 (Supplemental Concentration Grant)	Five release days were provided for ELD teachers to come together and collaborate on developing ELD Standards-based units for each ELD course (I, II and III). The units were formatted to mirror the English CC Units and aligned to English CCS. The plan is for teachers to implement the units during the 2016-17 school year. This work was facilitated by the ELD and ELA coordinator from the San Mateo County Office of Education.		Consultant and PD: $8,000 (Title III-Immigrant) $1,000 (Supplemental Concentration Grant) $5,0000 (Title I, Part A)

Scope of service:	District-wide		Scope of service:	District-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
To integrate all best practices for target groups into CCSS implementation: • Leverage Direct Interactive Instruction (DII) strategies so that ELs have increased access to the CCSS; • Align IEP goals to CCSS to increase SWDs' access to the CCSS; • Perform formal and informal walkthroughs to monitor implementation of CC units in Algebra and 11th-12th English;	Instructional Coaches $370,000 (Base)		At the site level, teachers are collaborating on the implementation of the District's Algebra 1 and English Common Core Units as well as development of additional units in Social Studies and Science. At the District level, Common Core Cohorts (comprised of grade level or content area teachers implementing CCSS) are participating in instructional rounds, lesson studies, and analyzing student data to ensure access and mastery of common core standards. By the end of the 2015-16 school year, we will have completed DII and Coaching Cycle with all departments including electives. Districtwide, we developed an "online tool" for administrators to use when doing formal/informal walkthroughs. The online tool includes categories such as: student participation, formal and informal assessments, objectives, academic language, and common core content/skills. The tool allows us to collect data trends at both the site and District level.	Instructional Coaches $370,000 (Base)	
Scope of service:	District-wide		Scope of service:	District-wide	
_X_ ALL			X_ ALL		
OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient _Other Subgroups:(Specify)____SWD_____			OR: __Low Income pupils _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 16-17, we need to continue the Common Core Cohorts especially with the core content teachers and include ELD teachers. In addition, Social studies will continue their work with Common Core Literacy standards by developing and implementing at least one common assessment in 10th and 11th. Science will create and pilot units (including CCSS literacy standards) for full implementation in 2017-18. ELD teachers will finalize and implement ELD Units. As the work expands and possibly more funds are needed, we will look at how Title I may be used as needed to support the districtwide activities.

Original GOAL #3 from prior year LCAP:	**Parent Engagement:** Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	All-Unduplicated Students

Expected Annual Measurable Outcomes:	• Established baseline for "targeted parent" population participation in LCAP PAC, ELPAC, as well as site SSC and PTA. • District-wide calendar of Parent Engagement and Educational Meetings to include "all" parents. • 100% of school sites will have implemented Parent Project	Actual Annual Measurable Outcomes:	• 4 of 5 sites conducted at least one Parent Project series. • District Parent Coordinator now reports to English Learner and Accountability Department • Began discussion on the development of District Parent Event Calendar • Implemented monthly District Newsletter "Sequitur" where Parent Events are highlighted

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Identify targeted parent group (site and District) and develop a plan to encourage and ensure representation of such groups on committees such as: LCAP PAC, ELPAC, and each site's SSC and/or PTA groups. Use 2014-15 sign-in sheets/rosters to establish a baseline for representation from "targeted parent" groups.	Parent Education Coordinator and budget $140,000 (Supplemental Concentration Grant)	This year, the DELAC was composed of 2-3 representatives from each of our comprehensive schools, continuation school and charter school (East Palo Alto Academy-EPAA). Twelve to fifteen parents attended the meetings regularly. The members reported on site activities as well as issues/concerns to be addressed at the District level. In addition, they took back information to their site ELAC meetings. DELAC meetings were organized and facilitated by the District Parent Coordinator who also worked with and supported the Site Parent Liaisons by providing on a monthly basis professional development and guidance. The sites reported an increase in participation at the ELAC meetings and parent workshops. The ELAC meetings averaged 15-20 members and additional parent workshops average 20-30 depending on the site. All ELACs conducted needs assessments at the start of the school year in order to identify topics for the parent workshops. Topics chosen by all sites were "Understanding School Loop" and "How to Read a Transcript/Report Card."	Parent Education Coordinator and budget $140,000 (Supplemental Concentration Grant)
Scope of service: District-wide		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils _X_ English Learners _Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils X_ English Learners _Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Establish a plan for communicating LCAP updates and obtaining input from parents. Consider creating a Parent LCAP committee that will meet 2-4 times per year. Ensure committee is well represented of all student groups: General, Foster Youth, English Learners (EL and RFEP), and Students with Disabilities.		Instead of creating an additional committee, our board approved our proposal to have School Site Council members, which include parents, to function as our LCAP Advisory Committee. In addition, we continued to share information and obtain feedback and input from our DELAC members.	
Scope of service: District-wide		Scope of service: District-wide	

_X_ALL OR: _Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient_X_Other Subgroups:(Specify)_____SWD_____		_X_ALL OR: _Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_SWD_	
District Parent Coordinator (DPC) will continue to: • provide leadership PD to site ELACs & ELPAC twice per year; • Meet with Bilingual Site Parent Liaisons (BSPL) on a monthly basis; • Support the implementation of the Parent Project at Woodside and Carlmont by sending two BSPL to become certified Parent Project trainers.		At the site level, individual sites implemented the Parent Project, which has been well received. In the Fall of 2015, Parent Project cohorts were conducted at Menlo- Atherton High School, Sequoia High School, and Woodside High School. A total of 30 parents completed the 10 week, 30 hours series. Sessions were also scheduled during the spring semester, with the addition of a series at Redwood HS and sessions are planned at Carlmont in 2016-17.	
Scope of service:	District-wide	Scope of service:	District-wide
__ALL OR: __Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient _XOther Subgroups:(Specify)_____SWD__		__ALL OR: __Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient _X_OtherSubgroups:(Specify)__SWD__	

Explore possibilities to align the efforts of current district parent groups/programs such as PTA, District Parent Coordinator, ELAC, and Parent Education Series (private consultant) in efforts to develop a district-wide Parent Engagement and Education Calendar of Events for implementation in 2016-17.		Sites are encouraging ELAC and PTSA groups to collaborate on projects and/or meetings to streamline and align communication efforts amongst all parents. At one school, two ELAC members served on the SSC, and at another school, it is a practice to share ELAC meeting minutes with the SDMC. At another District school, PTSA and ELAC met together for the Principal's Report and participated in a brief Question and Answers Session before separating into language specific meetings. Both the Bilingual Resource Teachers (BRTs) and the Bilingual Site Parent Liaisons (BSPL) were involved in identifying Agenda Items to be discussed at all ELAC meetings as well as developing a calendar to align topics of discussions amongst sites and district meetings.	
Scope of service:	District-wide		Scope of service:	District-wide	
_X_ALL			_X_ALL		
OR: _Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient__Other Subgroups:(Specify)____			OR: X__Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 2016-17, we will identify and prioritize parent activities to be offered during the school year. There will be a District Parent Engagement Calendar for scheduling and tracking the identified activities. This calendar is to be inclusive of the following: Migrant and DELAC Meetings, Parent Project, Parent Series (Charlene Margot), and Tri-District articulation and parent events. Also, we will continue to advertise the parent events via the District newsletter. We need to establish a system for assessing and evaluating the different parent activities and their effects on student achievement. To ensure all the activities identified are properly funded, we must also review, assess, and revise the parent engagement.

Original GOAL #4 from prior year LCAP:	**Student Achievement-Long Term English Learners:** Improve overall Long Term English Learner students' learning outcomes as measured by AMAO 1 (annual progress on CELDT) and Reclassification criteria.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	ALL	
	Applicable Pupil Subgroups:		English Learners

Expected Annual Measurable Outcomes:	**English Proficiency AMAO's**: 1. Per state target, at least 62% of ALL English Learners will make annual progress on CELDT overall. 2. Also, per state target, at least 53% of EL's in U.S. for more than 5 years will achieve English Proficiency level on CELDT, as defined by CDE a. Overall performance level of Early Advanced or Advanced, **and** b. Domain performance level of Intermediate or above (all four domains need to be at the Intermediate level or above) 3. District's annual reclassification rate will mirror that of the county and/or state.	Actual Annual Measurable Outcomes:	Based on the 15-16 Preliminary Title III Accountability Report: • 58.6% of all ELs demonstrated annual progress on CELDT overall. • 47.4% of ELs in U.S. for more than 5 years achieved English Proficiency level on CELDT as defined by CDE. • EL Task Force was established to identify areas of need for ELs and brainstorm action steps to address deficiencies

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

BRTs, with the guidance and support of the EL Director, will identify Long Term English Learners (LTEL) on the "cusp" of being reclassified and develop an action plan to provide the appropriate support for them to meet the reclassification requirements. (Examples: CELDT Presentations, CELDT Data Chats, after school/Saturday sessions)	BRT Salaries $375,000 (Supplemental Concentration Grant)	Different strategies were identified as a means of focusing on and supporting LTELs (see list below). Each site selected one to two strategies to focus on and implement throughout the school year. LTEL Strategies: • Identify students on the cusp of being "reclassified"- needing to improve CELDT scores • Conduct CELDT "data chats" with individual students • Identify LTELs at risk of not graduating - develop a plan of action • Identify LTELs in 9th grade in support classes-discuss with site admin on how to support students • Identify LTELs with IEP-discuss with case manager- ensure student has language goal in IEP	BRT Salaries $375,000 - $118,000 (Title III- LEP) $257,000- (Supplemental Concentration Grant)
Scope of service: District-wide		Scope of service: District-wide	
__ALL		__ALL	
OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

With the support of the District office, Instructional Vice Principals and BRTs will discuss and devise a long term plan to meet the needs of LTELs in mainstream classes. Taking into consideration the following: • Placement in English classes (identifying/targeting and clustering of LTELs); • Release time for teachers of LTELs (English and possibly other core classes); • PD for teachers of LTELs (EL Achieve, ELA/ELD Frameworks, etc.).	Covered by Goal 2 Expenditures	At the start of the school year, the EL Director provided all sites with data on their ELs, highlighting them by number of years in US schools. All administrators also reviewed researched and discussed how to identify as a district Long Term ELs. The group agreed to move forward with the working definition of 6 or more years in US schools. Site administrators were given time to review their student data, looking specifically at English placements, and discussed possible next steps with respect to how to use the data with their BRTs and teachers. Each site developed their own plan for addressing the needs of ELs. However, all sites now have a team of teachers that meet during collaboration or department time, depending on their site schedule, to discuss English Learners. Two sites provided release time for core and ELD teachers to meet either quarterly or as needed to monitor EL progress and discuss "best practices." In addition, several teachers from the different sites attended CABE in San Francisco this spring. At the district level, our superintendent has started an EL Task Force in efforts to examine, analyze EL data and identify areas of need for us to address and improve the overall academic achievement of this subgroup.	Covered by Goal 2 Expenditures
Scope of service: District-wide		Scope of service: District-wide	
__ALL		__ALL	
OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

At the District level, consider the following: • Restructure monthly BRT meeting to include monitoring of LTELs identified as "targeted" group on a quarterly basis; • Collaborate with SMCOE to provide PD for BRT's to deepen their understanding of "English Language Development" in order for them to take information back to site and share with teachers of ELD; • Establish committee to begin revision of EL Master Plan.	Covered by Goal 2 Expenditures	The English Language Development (ELD) teachers were provided initially with four release days during the school year to come together and collaborate in the development of ELD units aligned to English CCSS as well as ELD standards. The four days were facilitated by the coordinators of ELD and ELA from SMCOE. BRTs were included in this project where they too engaged with and learned how to align lessons to CCSS and ELD standards. At the end of the fourth day in January of 2016, an additional day was approved to continue the work. The plan was to complete the current units by March of 2016. Any additional units will be done during the summer and teachers will be paid for their time. The county office supported our efforts as described by the signed MOU. The restructuring of the BRT meetings was deferred to next year. This was decided after examining the different structures of the services provided/delivered by BRTs. We found that the current system is not conducive to having BRTs function as "coaches". Also, not all sites have meeting times for ELD teachers. Thus, BRTs are not able to meet with all ELD teachers regularly.	Covered by Goal 2 Expenditures
Scope of service: District-wide		Scope of service: District-wide	
__ALL		__ALL	
OR: __Low Income pupils X _English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _X__English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 16-17, we will continue the work originated by the EL Task Force as well as ensure we begin to identify causes for absenteeism and low graduation rates as well as develop a plan of action to address causes identified. We need to also continue the site and district collaboration that started this year. As part of the monthly Bilingual Resource Teacher meetings, we need to look at universal practices that can be taken back to the sites for discussion and/or implementation such as: instructional strategies and analyzing data. With one or two more years of CELDT, we also need to discuss a plan of action for reclassification.		

Original GOAL #5 from prior year LCAP:	**Student Achievement- College & Career:** All students will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G completion.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ___

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	ALL with an emphasis on unduplicated groups

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating seniors meeting A-G requirements from 61.2% to 63%. • Establish a baseline that is a composite percent of the unduplicated subgroups of graduating seniors meeting A-G.	Actual Annual Measurable Outcomes:	In 2014-15, 62.4% of the graduating seniors completed A-G requirements. This was a 1.2% increase over the 2013-14 seniors. In addition, the percent of our Students With Disabilities (SWD), English Learner (EL) and Reclassified English Proficient (RFEP) students also increased from last year. With respect to Foster Youth and Homeless students, this is data that we are now beginning to focus on in order to develop strategies for improvement. With the numbers being small and also constantly fluctuating, it is difficult to track.

Student Groups	SWD	SED	EL & RFEP Combined
Class of 2014	15.9%	37.2%	37.2%
Class of 2015	20.5%	38.2%	38.2%

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to align graduation requirements with courses that meet A-G subject area courses. *(Identify any courses that are required for graduation that could be enhanced to meet A-G requirements and vice versa.)* Continue to fund additional Counselors and College & Career Advisors at each site.	Six Additional Counselors $750,000 (Base) 4 College/ Career Advisors $500,000 (Base)	We continued to revise our course offerings and course outlines to align our graduation requirements with A-G requirements as much as possible. We continued to support a 5th and in some cases a 6th counselor as well as a College and Career Advisor at each of our comprehensive sites.	Counselors $750,000 (Base) College/ Career Advisors $500,000 (Base)
Scope of service:	District-wide	Scope of service:	District-wide

_X_ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Site-based Activities: • Continue to develop a plan of action to increase target student groups' awareness of "A-G" and the value of meeting these requirements; • Establish baseline data on enrollment and successful completion of A-G courses; • Track and monitor student progress in A-G courses; • Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits); • Provide credit recovery for students in need of making up Ds in A-G courses.		All of the school sites have implemented strategies to increase students' awareness of A-G courses in an effort to increase the percent of students enrolling in and completing said courses. Special attention was given to juniors and seniors at risk of failing current A-G requirements. We continued to purchase a district-wide license for Cyber High, which is our means of online credit recovery, and encourage students to retake A-G courses via Cyber High when needed to improve their grade. All the comprehensive high schools continued to take AVID students on UC/CSU field trips. All site AVID programs averaged two per year-one local and one out of county trip. Sequoia and Woodside High School had all freshmen visit a college on their site's College Day. All comprehensive high schools had all sophomores and juniors take the PSAT. The District became a partner with College Board in the Early Participation Program, with presentations in Spanish and in English to prepare parents for the new SAT and the PSAT that now mirrors it. Counselors also received training on how to read score reports for AP potential, as well as how to predict how a student will do on the SAT based on their PSAT. The report gave students a breakdown of what they needed to improve on for the SAT. As for Redwood, our continuation school, students there had opportunities to visit and participate in a tour to learn about each community college program's offerings in the region: Cañada, College of San Mateo, Foothill, and De Anza. Overall, individual sites reported an increase in A-G completion rates from past years as demonstrated by our District Dashboard A-G Data.	
Scope of service:	District-wide	Scope of service:	District-wide
_X_ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient__Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
For unduplicated students, the SUHSD Educational and Student Services departments collaborate with sites' contact person(s) in the monitoring of student progress in A-G courses: • English Learners-Bilingual Resource Teachers discuss progress during BRT monthly meetings facilitated by District EL Director; • Foster Youth-Site administrators/designees discuss progress during AVP monthly meetings facilitated by District Attendance and Welfare Coordinator.		At the district level, our superintendent started an EL Task Force in efforts to examine, analyze EL data and identify areas of need for us to address and improve the overall academic achievement of this subgroup. With respect to Foster Youth, the District FY Liaison in collaboration with the District Attendance and Welfare Coordinator supported the Administrative Vice-Principals (AVPs) in their efforts to support FY under their supervision. A process for identifying and tracking FY was established district-wide, and an AVP from each school site was designated as the contact person.	
Scope of service: District-wide		Scope of service:	
__ALL		__ALL	
OR: _Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: _Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor AVID students' progress in A-G courses by grade level. Monitor AVID seniors' progress towards meeting A-G requirements and develop a plan for those not meeting requirements: • Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Cañada College, etc.	AVID Sections $350,500 (Base)	The district continues to support AVID at all our comprehensive sites. For the 2015-16 school year, 3 of our 4 AVID schools reported 100% of their seniors on track to graduate meeting the A-G requirements. The third school had one out of 221 students not on track. This student happened to be a SWD who is planning on attending a community college. The area in which the students did not meet A-G requirements is in the area of math.	AVID Sections $350,500 (Base)
Scope of service: District-wide		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient_X_Other Subgroups:(Specify)__AVID		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_AVID group	

Continue Co-teaching practices for Students with Disabilities and students who's IEPs indicate a need for this accommodation. Establish a baseline for SWD enrolled in A-G courses by grade level/course. Monitor student progress quarterly or at the end of each semester. Continue to fund support classes in Math or English for students that need additional support in meeting graduation requirements and A-G requirements.	Co-Teaching $385,000 (Base) Support Classes $1,750,000 (Supplemental Concentration Grant)	We continued to provide co-taught classes for SWD and whose IEP indicated a need for this accommodation. In 2015-16 we had approximately 362 SWD in co-taught classes. The Special Education Department worked with our Technology/Data Department to obtain A-G enrollment data over the past five years, in order to establish a baseline and begin monitoring student progress in such courses. We also continued to offer support classes in English and math. For this school year we had a total of 15.2 FTE's in support classes.	Co-Teaching $385,000 (Base) Support Classes $1,750,000 (Supplemental Concentration Grant)
Scope of service: District-wide		Scope of service:	
__ALL		__ALL	
OR:		OR:	
_Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)___SWD___		_Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups:(Specify)_SWD	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 16-17 we need to have our AVPs discuss/establish a plan to monitor FY academic progress-tracking how well students are doing and meeting with them regularly. We also could discuss best way of tracking/monitoring students who enter, leave and re-enter our district due to placement. For SWD, there is a need to discuss ways to best identify/monitor students enrolled and progress in A-G courses. We can then compare data of SWD in co-taught classes versus SWD in classes taught by core content teacher. Continue to monitor senior progress towards A-G completion rate and target students not on track. For 16-17- Establish baselines and/or procedures for supporting unduplicated students to meet A-G requirements.

Original GOAL #6 from prior year LCAP:	**Locally Defined Criteria:** All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify AP/IB enrollment and completion rates
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating seniors taking at least one AP/IB course from 62.2% to 63.3%. • Establish a baseline of the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course.	Actual Annual Measurable Outcomes:	District-wide, the percent of seniors in the 2015 cohort taking at least one AP/IB course was 62.8% compared to 62.0% in 2014. While this demonstrates a small increase from one year to another, it is a 7.8% increase from the 2012 class. Furthermore, the percent of students taking and passing at least one AP/IB course was 66.2% in 2012 and increased to a 75.4% in 2015. This is a significant increase of 9.2 percentage points. The data chart below also demonstrates increase for different subgroups.

Student Group	All 12th Graders	SWD	SED	EL & RFEP Combined
Class of 2015	62.8%	17.5%	43.6%	44.2%
Class of 2014	62.0%	12.5%	43.7%	45.1%
Class of 2012	55.0%	12.0%	36.0%	40.3%

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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

• Each site continues to develop a plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses. • Continue to use data to identify more traditionally underserved students who take one or more AP/IB courses. Track and analyze their data to establish baselines. • Provide academic support services for traditionally underrepresented students in AP/IB courses. • AVID students modify their 4-year plan annually to include at least one AP/IB course. AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses.	Covered by Goal 5 expenditures	As a District, we continued to partner with Early Opportunity School (EOS) to increase the percent of underrepresented students enroll in AP/IB courses. The partnership with EOS began in 2013-14 with two schools, Woodside and Menlo Atherton. EOS is now working with Sequoia and Carlmont. Overall, all sites have established AP/IB recruitment practices such as classroom presentations and/or group projects in efforts to increase awareness of AP/IB courses and their benefits for students. In addition, our AVID program continued to encourage and increase the percent of AVID students enrolling in AP/IB classes. Each AVID school had reported an increase in students taking AP/IB classes. For Sequoia HS, 95% of AVID juniors and 93% of AVID seniors were enrolled in at least one IB course. For Woodside HS, 77% of AVID juniors and 69% of seniors were enrolled in at least one AP course this school year. Menlo-Atherton and Carlmont began to track this data. At Menlo-Atherton, 42% of AVID juniors and 39% of AVID seniors were enrolled in at least one AP course, while at Carlmont the percentages were 44% and 55% respectively.	Covered by Goal 5 expenditures

Scope of service:	District-wide		Scope of service:	District-wide	
_X_ ALL			_X_ ALL		
OR: __Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_AVID___			OR: __Low Income pupils _English Learners _Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_AVID___		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We need to continue the practices established/introduced by EOS, or similar practice, in efforts to increase year after year the percent of underrepresented students enrolling in and completing AP/IB courses. We also need to take a close look at our EL and RFEP population and identify possible cause for the drop in enrollment in AP/IB course from 2014 to 2015. As for our unduplicated population as a whole, we need to discuss how to best track this data.

Original GOAL #7 from prior year LCAP:	**Student Engagement and School Climate:** All sites will promote positive learning environments for their school communities that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, drop out, suspension, and expulsion rates.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_7_X_ 8_X_ COE only: 9__ 10__ Local : Specify_____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	• Decrease the dropout, suspension and expulsion rate for "All" students in general and decrease the gap between "All" students and the composite of unduplicated subgroup as per SUHSD's Dashboard annual metrics. • Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between "All" students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD's Dashboard annual metrics.	Actual Annual Measurable Outcomes:	While our dropout rate continued to be an issue, an average 4.03% increase over the last three years, our suspension rates and expulsion numbers have decreased, and there was significant improvement with respect to our special populations as noted below in the charts provided. This was also true for the percent of 9th grade students earning a minimum of 30 credits at the end of their first semester.

"All" students

Rates:	Drop Out Rate	Suspension Rate	Expulsions #
2014-15 End of Year	4.5%	5.4%	37
2015-16 Fall Semester	3.9%	2.6%	3

Special Population: Number of Expulsions

	SWD	SED	EL & RFEP Combined
2014-15 End of Year	3	32	28
2015-16 Fall Semester	3	2	2

Special Population: Suspensions Rates

	SWD	SED	EL & RFEP Combined
2014-15 End of Year	11.5%	9.5%	8.5%
2015-16 Fall Semester	5.3%	4.7%	4.2%

9th Grade First Semester Data- % of students with 30 or more credits

Student Groups	All Students	SWD	SED	EL	RFEP	FY	Home-less
2014-15	83.9%	79.9%	71.2%	69.8%	76.6%	66.6%	60.0%
2015-16	85.0%	71.2%	73.3%	67.7%	80.5%	0.0%	100%

LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
• Maintain 9th-grade Aspiration Advocates. Investigate and plan for additional dropout intervention at RD • Fund and maintain programs (e.g. Alternative to Suspension, Team Ascent, mental health services, Acknowledge Alliance Counseling Program, etc.) to reduce suspensions at all sites. • Maintain support programs to reduce expulsions at all sites. SUHSD Board of Trustees will continue to review for approval every recommendation for expulsion with a high level of scrutiny. Maintain a fifth counselor at each comprehensive high school. • Review and analyze the outcomes of COMPASS 2015 as well as Program Improvement-related course sections and make adjustments accordingly for optimal support for students. Increase summer school offerings to provide freshmen opportunity to recover subject-area credit when remediation courses prevented access. Provide support via 9th-grade Transition Specialists. Maintain Opportunity Program as an intervention. Increase visibility of, and participation in, Independent Study School. • Maintain funding for SUHSD's adult school's concurrent enrollment for high school students. Increase participation in online credit recovery so that all purchased credit recovery programs (e.g. APEX, Cyber High) are utilized. Continue Co-teaching.	$315,000 Aspiration Advocates (Base) $100,000 COMPASS (Base) Covered by Goal 5 Expenditures Covered by Goal 5 Expenditures Covered by Goal 5 Expenditures	District-wide, SUHSD continued to support programs to ensure that positive school climates and student engagement were maintained and improved as needed. We continued to fund the Aspirations Advocate Program at all four comprehensive sites. We restructured our summer COMPASS program to include incoming 9th graders at risk of "not making it in high school". We supported the addition of Team Ascent to all COMPASS Programs in efforts to ease the students' transition to our high schools. In addition to COMPASS and Team Ascent, district-wide we continued to support programs such as SOSW, Redwood Environmental Academy of Leadership (REAL), Alternative to Suspension (ATS), and Sequoia After-school Focused Enrichment (SAFE), as well as provided alternatives to counseling through conflict mediators, Acknowledge Alliances, Star Vista and Adolescent Counseling Services. Given all the resources available, a Mental Health Taskforce worked toward centralizing our Mental Health services in an effort to support all students and needs that arise, regardless of school site. Individual sites had their own programs/practices that included, and were not limited to, bringing in motivational speakers, working with AmeriCorps, providing support via the Teen Resource Center, and providing student and faculty training on Growth Mindset and/or Mindfulness	$315,000 Aspiration Advocates (Base) $100,000 COMPASS (Base) Covered by Goal 5 Expenditures Covered by Goal 5 Expenditures Covered by Goal 5 Expenditures
Scope of service:	District-wide	Scope of service:	District-wide	
_X_ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For 16-17, we need to continue the practices that have proven to be effective, especially when it comes to suspensions and expulsions. We need to continue the Aspiration Advocates program and find means of supporting the program in 10th grade as well. In addition, we need to look closely to our dropout rates and identify what might be keeping us from making gains in this area.	

Original GOAL #8 from prior year LCAP:	All foster youth will be properly identified, promptly enrolled in appropriate classes and will have access to academic resources and support on at least an equal basis as other students.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 _X_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	ALL
	Applicable Pupil Subgroups:	Foster Youth

Expected Annual Measurable Outcomes:	• District-wide process/procedures for properly identifying Foster Youth already enrolled in our District schools. • District-wide process/procedures for ensuring Foster Youths new to our District are promptly enrolled in the appropriate school and classes.	Actual Annual Measurable Outcomes:	• Established a process that streamlines the process and communication between the district office and school sites to ensure once identified, Foster Youth are enrolled promptly. • Each site identified an Administrative Vice-Principal as the contact person for Foster Youths. • A flow chart outlining the process for flagging, providing services and tracking Foster Youth was established and shared with all AVPs. • A second flow chart was established for students identified as FY by the school site.

LCAP Year: 2015-16	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures

• Conduct a needs assessment with respect to Foster Youth services:
  - How aware are sites regarding FY regulations?
  - What is our total number of FYs in the District? At individual sites?
  - Who is/should be the contact person for FY at each of the sites?
• Collaborate with county office foster youth services to:
  - Develop a plan to continue to address District FY needs based on our assessment;
  - Train site administrators and staff on FY regulations, definition, how to identify, what their needs are and how to support them.
• District FY Liaison and Attendance and Welfare Coordinator in will collaborate with county office of education to develop a system to ensure:
  - Identifying FY;
  - Enrolling FY in appropriate school and classes;
  - Identifying/determining transportation needs and best way to accommodate needs.
  - Building a positive and productive relationship with County Office Foster Youth Services.
	$25,000 Portion of FY Coordinator's Salary	This year, district-wide we streamlined the process for identifying and servicing foster youth (FY). We established a point person (Assistant Vice Principal) at each site to support FY students and provide appropriate services. We created a flowchart of the process to identify FY to facilitate the communication amongst site and district personnel with respect to FY. If and when a FY is identified at the site level, site administrators reviewed form prior to sending information to the district office to be processed. This then allowed for FY to receive services as needed such as: transportation, meals and academic support as appropriate. This system has allowed us to better keep track of our FY and their academic performance. It has also increased communication amongst our institutions as well as with the county office so that we can best serve our FY students. As of June 1, 2016, a total of 68 FY were identified/enrolled in our district. Of the 68, 18 did not complete the school year with us and another 2 obtained their diploma before the end of the school year.
		
		In addition, we provided transportation services via "school bus" for Foster Youth placed in the county group home during transition. We established a route that transported students during throughout the school year. Transportation was arranged upon request of the social worker attending to the needs of FY from our school district. As requests came in, we work with our transportation department to see how we could accommodate the students. We are pleased that we have been able to support in this manner.
			Transportation: $35,000 (Title I, Part A)
			
			$25,000 Portion of FY Coordinator's Salary (Base)

Scope of service: District-wide		Scope of service: District-wide	
__ALL		__ALL	

OR: __Low Income pupils __English Learners X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners X Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For 16-17 we need to first revisit the process we set in place. We need to identify what worked and what did not work, and improve our practice. Possible actions we can consider for next steps are the following: • Establish reasonable expectations for point person at each site with respect to supporting FY identified • Align mental health services at the site/district level to ensure FY receive services, if needed • Increase connectedness amongst FY families and site Parent Liaisons • Identify and implement appropriate PD to support teachers in meeting the needs of FY		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	$__3,431,757.00_____

The SUHSD provides a wide array of core and support services to its students. Section 2 outlines some of the support services--totaling $3,083,690--for low income, EL, FY and RFEP students, which are above and beyond what all students receive. The strategies outlined below were decided upon because they are research-based, targeted and focused services, and we believe the combination of the services that are principally directed to our unduplicated students is the most effective use of our LCFF "calculated amount".

One key strategy is to provide identified students, the majority of which are low income, with the support classes needed to be successful in meeting high school academic standards, graduation requirements and A-G requirements. According to the number of students each school has who need ELA or Math support classes--based on district multiple measures—additional FTE will be allocated to offer the additional support classes. Depending on the needs of the unduplicated pupils in each school, these classes may be algebra support, ELA support or intervention, ELD or ELD/ELA support.
*   **$1,568,000 (Goal 5)** for English and math support classes principally directed to unduplicated students.
*   **$46,000 (Goal 6)** for contract with Equal Opportunity Schools to increase representation of underrepresented student groups (ELs, Low Income, FY/Homeless) in AP/IB classes.

Another key strategy is to identify designated site and district staff to focus on specific student groups. At the site level, a Bilingual Resource Teacher (BRT) will work with teachers, counselors and administration to ensure that English Learners and RFEP students receive the differentiated services that are particular to the needs of these two student groups. The BRTs will also work with parents to ensure that they are better informed with respect to their students' education. Also at the site level, an administrator will be identified as the person to oversee and monitor the progress of our Foster Youth. They will collaborate with the District FY Liaison and Wellness Coordinator to ensure proper procedures are set in place to better support this group of students.
*   **$394,875 (Goal 4)** for one part/full-time Bilingual Resource Teachers at each site for support to English Learners.
*   **$20,000 (Goal 8)** for support staff to assist with services principally directed to Foster Youth and homeless students.

Since the most effective academic intervention is that which is offered by highly qualified teachers who are compassionate, caring and dedicated to student achievement, we will invest in developing a long term plan for recruitment/retention of teachers.

- **$15,000 (Goal 1)** for hiring/retention of highly qualified teachers who reflect the demographics of the District's overall student population.

In addition, we will continue to focus on out-of-school programs to complement the core and support classes in efforts to ensure our students have means to recover credits needed to maintain on track for graduation.

- **$773,816 (Goal 7)** for out of school day programs such as: summer school, Adult School concurrent enrollment, Independent Studies, principally directed to students behind in credits and/or at risk of not graduating.
- **$57,000 (Goal 7)** for contact with Acknowledge Alliance to support students returning from expulsion, juvenile hall, and/or are at risk of dropping out.

To supplement and enhance current services for our English Learner population, both newcomers and Long Term, the District will allocate additional funds to sites as well as ensure ELD courses have the appropriate materials to implement newly developed District ELD Units aligned to CCSS and ELD standards.

- **$3,500 (Goal 2)** for materials to support the implementation of newly developed ELD Units aligned to ELA and ELD standards.
- **$450,000 (Goal 4)** for supplemental materials and services beyond base program for English Learners. Each site will receive a per pupil amount and will meet with District personnel to ensure funding provided is used for actions and services that are principally directed to English Learners.

Including parents in the education of their child is another important reason for allocating funds to district-wide parent engagement and educational opportunities.

- **$104,400 (Goal 3)** for a District Parent Coordinator to coordinate and facilitate various parent engagement and education opportunities and for additional facilitators to support the District's Parent Project principally directed to parents of English Learners.

Finally, ensuring teachers and staff are well trained to understand and support our all our students and primarily our unduplicated groups, it is essential that professional development opportunities be provided and/or offered.

- **$10,000 (Goal 8)** for professional development of teachers/staff principally directed to Foster Youth and homeless services.
- **$10,000 (Goal 6)** for professional development for teachers/staff on Growth Mindset to support underrepresented students succeeds in AP/IB courses.

B.   In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| 4.76 | % | As a community funded District, Sequoia is fortunate to be able to provide supports to students well above and beyond the calculated LCFF-MPP. From the basic services (highly qualify teachers and appropriate materials), to the integration of Common Core State Standards, to |

quality parent involvement opportunities, to AVID sections and partnerships with agencies to bolster first generation students to meet the UC A-G, the LCAP continues to provide the District with an opportunity to highlight some of what it does for its unduplicated students.

For 2016-17, the Sequoia Union High School District identified 30 actions/services to support all students in accomplishing the District's LCAP Goals. Of the 30 actions/services, 9 (30%) are new services and 21 (70%) are continuing and improved services. Furthermore, the actions/services principally directed to unduplicated student groups account for 56.6% of the total action/services listed in the LCAP.

Overall, between the expenditures in Section 2 and the strategies noted in 3A, Sequoia Union High School District will meet the proportionality requirement of 4.27% for the 2016-17 school year. As indicated previously, the actions/services listed in Section 2 are above the normal operations available for all students. Such actions/services are identified based on quantitative and qualitative measures to specifically improve services to unduplicated students. For 2016-17, SUHSD will do this by providing professional development opportunities for teachers/staff, increasing resources for supplemental materials and direct student support, and identifying/hiring personnel as needed.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]