LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union High School District

CDS Code: 41690620000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Bonnie Hansen, Assistant Superintendent - Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).
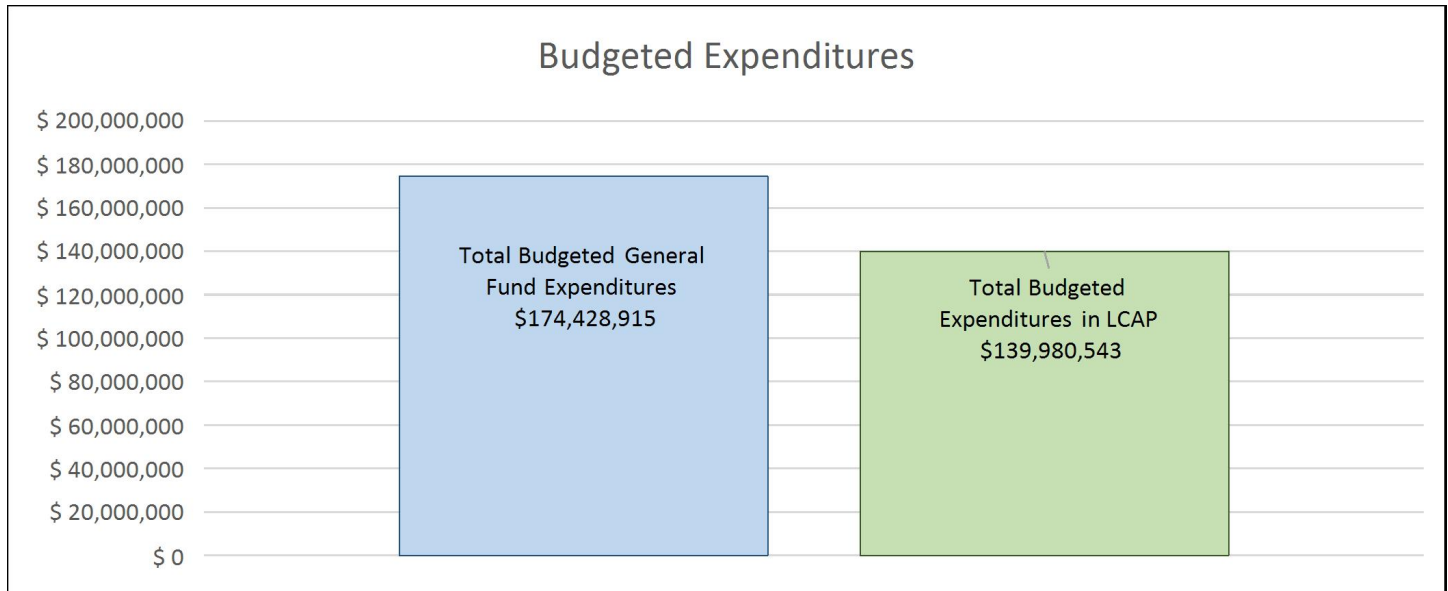
Budget Overview for the 2019-20 LCAP Year
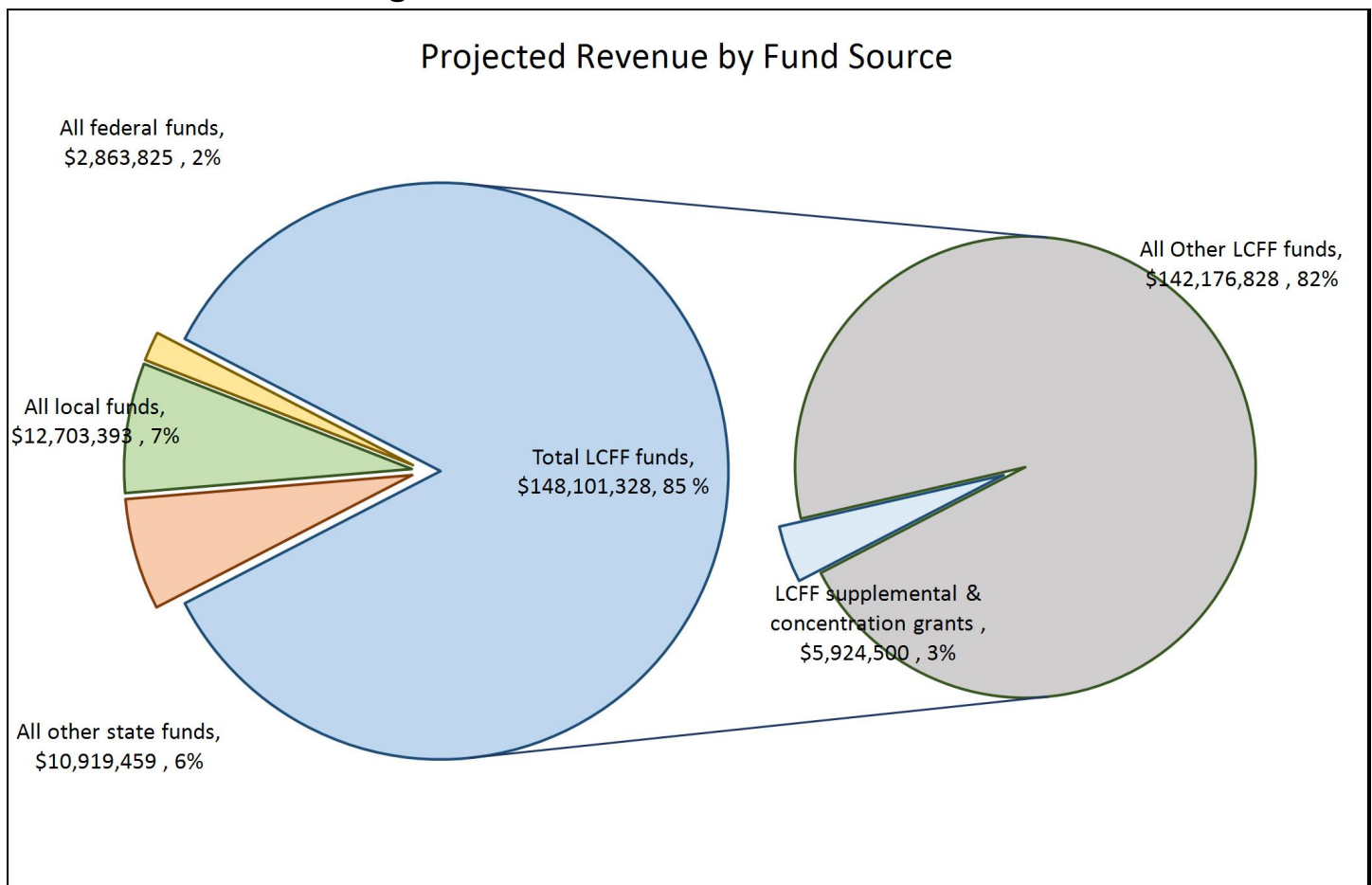
This chart shows the total general purpose revenue Sequoia Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Sequoia Union High School District is $174,588,005, of which $148,101,328 is Local Control Funding Formula (LCFF), $10,919,459 is other state funds, $12,703,393 is local funds, and $2,863,825 is federal funds. Of the $148,101,328 in LCFF Funds, $5,924,500 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

- Total Budgeted General Fund Expenditures $174,428,915
- Total Budgeted Expenditures in LCAP $139,980,543

This chart provides a quick summary of how much Sequoia Union High School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sequoia Union High School District plans to spend $174,428,915 for the 2019-20 school year. Of that amount, $139,980,543 is tied to actions/services in the LCAP and $34,448,372 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
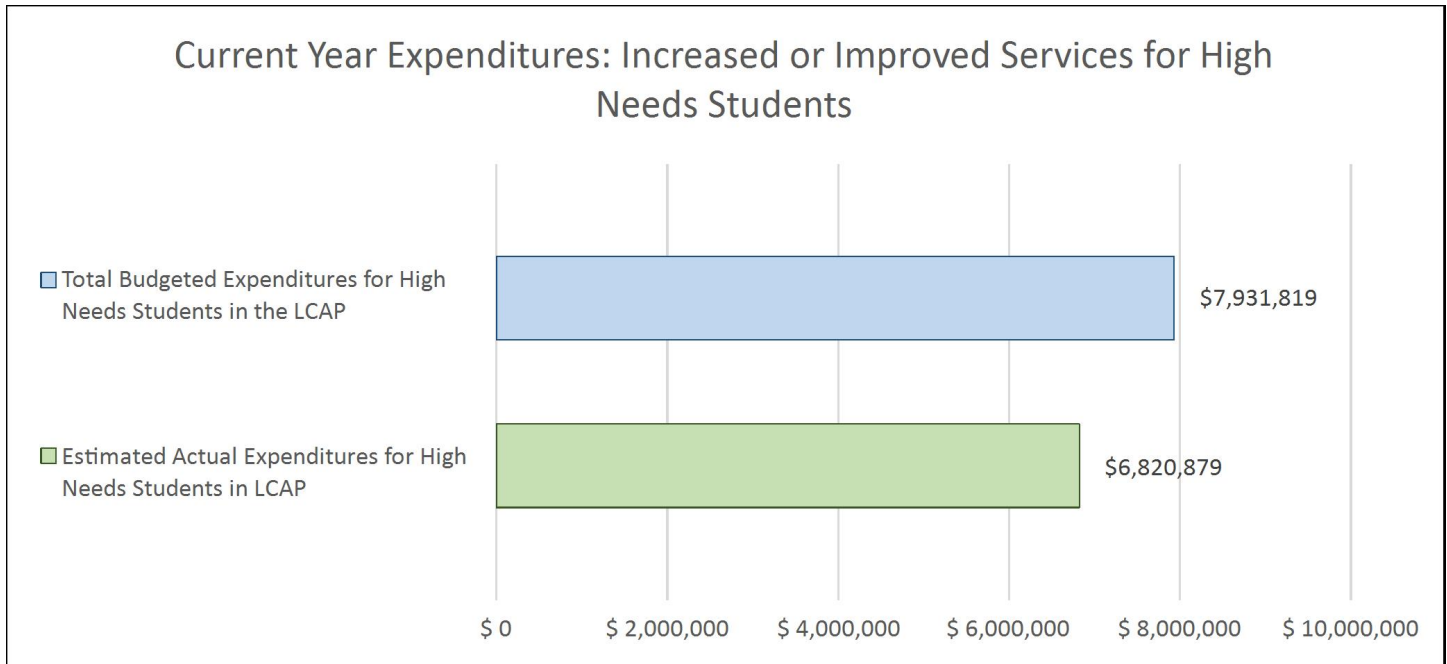
General Fund Budget Expenditures that are not included within the LCAP are attributed to Special Education cost and transfer out to support other restricted programs.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sequoia Union High School District is projecting it will receive $5,924,500 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union High School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sequoia Union High School District plans to spend $7,373,590 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP	$7,931,819
Estimated Actual Expenditures for High Needs Students in LCAP	$6,820,879

$0 $2,000,000 $4,000,000 $6,000,000 $8,000,000 $10,000,000

This chart compares what Sequoia Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sequoia Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sequoia Union High School District's LCAP budgeted $7,931,819 for planned actions to increase or improve services for high needs students. Sequoia Union High School District estimates that it will actually spend $6,820,879 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-1,110,940 had the following impact on Sequoia Union High School District's ability to increase or improve services for high needs students:
The difference in total budgeted expenditures and estimated actual expenditures is attributed to salaries and benefit cost. Services to high need students were not impacted .

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sequoia Union High School District	Bonnie Hansen Assistant Superintendent - Educational Services	bhansen@seq.org (650) 369-1411

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

Located in the Silicon Valley, the Sequoia Union High School District (SUHSD) serves a diverse population of over 8,000 high school students. In addition to its four comprehensive high schools, the District portfolio also includes a continuation high school, middle college and independent study program. The District's adult school annually serves approximately 2,000 post-secondary learners. The SUHSD attendance area is comprised of the communities of Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside. Per the Fall 2018 CALPADS report, our high school student counts for the 2018-19 school year are as follows: total enrollment - 9,385; Latino - (43.1%); White - (37.7%); Asian - (8.2%); African American - (2.6%); Pacific Islander - (2.4%); Native American - (0.3%); English Learners (EL) - 1,262 (13.4%); Title III Immigrants - 307 (3.4%); Title I Migrant - 35 (0.4%); students w/disabilities (SWD) - 1,115 (12.4%); foster youth (FY) - 15 (0.2%); students in transitional housing (homeless): 49 (0.5%). Our percent of unduplicated pupils is 38.0%.

While there is much to celebrate, the District still has a substantial achievement gap that we are working to close. Due to the area's high cost of living, many of our students live in shared housing and/or have experienced periods of homelessness. In addition, a substantial portion of our student body is second language learners. Though many of our students face learning obstacles, SUHSD has experienced that, with the right supports, all of our students are capable of excelling. From

teacher support through professional development, to the implementation of Common Core, Next Generation Science Standards and ELD curriculum, to increased student support services such as alternatives to suspension, Team Ascent, and Sequoia's Aspirations Advocate Program, the District is seeing measures put in place making a difference, especially for our unduplicated student groups. The district offers a rigorous college prep curriculum and support through programs such as: Advancement Via Individual Determination (AVID); BUILD; and CTE Academies. In addition, the District works to grow enrollment in AP/IB courses while lowering dropout and expulsion rates. Look for descriptions of these initiatives among others in the action items that follow.

Understanding that parent engagement is fundamental in enhancing student success, the District offers the Parent Project, a program of 10 workshops during which parents learn parenting strategies, and ways to support their students academically. In addition, the District also supports a Parent Education Series where university professors, researchers and/or topic experts provide lectures and/presentations to parents and guardians on critical issues teens face, such as mental health and drug addiction. During the summer, an educational program offered specifically to the families of incoming freshmen helps parents to start their student's high school career knowledgeable about such topics as UC A-G eligibility, on-campus academic support programs and how to advocate for their child. The District's success in this area can be seen in the extremely positive parent results from our Panorama survey.

In addition to our areas of strength, as you read through our LCAP we hope you will see our recognition of our areas for growth and a concrete plan to address those needs. It is our desire that our plan will be one that results in the most optimal outcomes for each and every one of our students.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The district's focus areas as outlined in the 2019-20 LCAP Goals remain the same: Highly Qualified Educators, Rigorous and Engaging Curriculum and Instruction, Parent Engagement, English Learners, College and Career, Student Engagement and School Climate, and Foster Youth. Some of the actions and services outlined in each of the goals for the focus areas continuing actions or services while others are new or modified actions or services bound to increase and/or improve services for the district's unduplicated population while servicing all students. These new/modified actions/services are highlighted and can be found in the following goals:

Goal 1 - Highly Qualified Educators: The goal itself was modified to include the recruiting and hiring of highly qualified administrators who reflect the demographics of the students we serve.

Goal 2 - Rigorous and Engaging Curriculum and Instruction: Being that this goal addresses Priority 4 - Academic ELA and Math, a few actions/services can be highlighted. These include: English and ELD Self Study, 11th/12th CCSS Units and Assessments, Math Self Study Phase 2, .08 FTE Instructional Coach (Science and ELD), Constructing Meaning Institute for English and Math Departments.

Goal 3 - Parent Engagement: The Parent Project services, while a continuing service, will be enhanced to include an English version of the project at one of the district's comprehensive site. In addition, a data collection and analysis process will be implemented to better assess the degree to

which the program impacts student achievement. In addition, the district will explore and implement events that focus on building the leadership capacity of parents.

Goal 4 - English Learners: The goal itself was modified to align the district's vision with the four principles of the CA EL Roadmap. In addition, some of the actions and/or services highlighted in this goal include: District Language Assessments, Newcomer Support, Professional Development for Instructional Associates and Collaboration Time for Certificated Staff.

Goal 5 - College and Career: A couple of highlighted services to improve outcomes for unduplicated students are: Dual Enrollment for ELs (7th Period - Options) and AVID Strategies in Study Skills Courses. The work of the Differentiated Assistance Team led to the adding of more ninth grade heterogeneously grouped classes.

Goal 6 - Student Engagement and School Climate: While addressing all aspects of School Climate, the highlights of Goal 6 are the new actions and services focusing strictly on addressing chronic absenteeism, finding alternatives to suspension, and increasing awareness and understanding Mental Health and Trauma through professional development. The District will also further streamline its multi-tiered system of support.

Goal 7 - Foster Youth: For this goal, the district will continue to solidify its policies and procedures to ensure FY receive the education they are entitled to as well as explore ways in which they can access technology/internet necessary to compete with their peers.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

SUHSD demonstrated improvement in several priorities. The list below, indicates the color, status and change of each of the identified groups as per the 2018 California Dashboard. While the improvements are minimal, the district is please to see that certain subgroups are showing growth, specifically English Learners, African American/Black and Pacific Islanders. These three were among the targeted groups identified in the 2018-19 LCAP Goals.

Priority 5 - Student Success: Graduation Rates
* English Learners: Color (Yellow), Status (72.3%), Change (+6.7)
* SED: Color (Yellow), Status (80.7%), Chance (+0.5)
* Hispanic/Latino: Color (Green), Status (81.6%), Change (+1.9)

Priority 6 - School Climate: Suspension Rates
* Foster Youth: Color (Orange), Change (-2.7)
* African American/Black: Color (Orange), Change (-1.8)

Priority 8 - Broad Course of Study: College and Career
* English Learners: Color (Yellow), Status (14.9%), Change (+4.8)
* SED: Color (Yellow), Status (31.7%), Change (+5.3)

* SWD: Color (Yellow), Status (13.2%), Change (+2.5)
* African American/Black: Color (Yellow), Status (25%), Change (+18.9)
* Hispanic/Latino: Color (Yellow), Status (34.9%), Change (+3.8)
* Pacific Islander: Color (Yellow), Status (16.4%), Change (+7.1)

To continue demonstrating growth for these and all groups of students, the SUHSD will continue many actions and services that are working, as well as identifying additional actions and services in Goals 2, 5 and 6.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the Fall 2018 California State Dashboard, SUHSD's overall performance in Priority 6: School Climate, specifically "Suspension" rates was "Orange". This was due to the following data points:

** 6.3% of total students were suspended at leas once during the school year
** The percent of students suspended increased by 1.1% from previous year
** A total of 10 student groups fee in the Red/Orange level of this category

These identified needs are addressed in the following 2019-20 LCAP Goals:
* Priority 4 - Student Achievement/Outcomes: Goal 5 (Student Achievement College and Career)
* Priority 6 - School Climate/Suspension: Goal 6 (Student Engagement and School Climate)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The state indicators for which SUHSD performance gaps between all students and any student subgroup are two or more performance levels are:

Priority 4: Student Achievement
* Academic English Language Arts: All (Green), English Learner (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), African American/Black (Red), Hispanic/Latino (Red), Pacific Islander (Red)
* Academic Mathematics: All (Yellow), English Learners (Red), Students with Disabilities (Red), Socioeconomically Disadvantaged Students (Red)

Priority 5: Student Engagement
* Graduation Rates: All (Yellow), Homeless (Red)

Priority 8: Broad Course of Study
* College and Career: All (Green), Homeless (Orange)

To address these performance gaps, the following LCAP Goals outline the steps SUHSD is planning on taking:
* Priority 4 - Student Achievement: Academic English Language Arts and Mathematics - Goal 2, Goal 4, and Goal 5
* Priority 5 - Student Engagement: Graduation Rates - Goal 5 and Goal 6
* Priority 6 - Broad Course of Study: College and Career - Goal 4, Goal 5 and Goal 6

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Redwood High School has been identified for Comprehensive Support and Improvement.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Identified because of high suspensions and low college and career readiness, Redwood High, with District support researched reasons and put in place evidence-based interventions. Fortuitously, this research was already underway as the site had self-identified suspensions and college and career readiness as areas in need of improvement. Thus, both had been incorporated into the school's Western Association of Schools Accreditation self-study. Using school records, the team compiled a list of the main reasons students were suspended and realized that many of the behaviours leading to the suspension could have been prevented. To that end, the school is using $100,000 of its CSI money to reduce class sizes and give teachers a number of students that make it much easier to be proactive rather than reactive in classroom management. In addition, the school is investing $40,000 in staff development in the areas of social-emotional learning and restorative practices. suspensions In looking at our data, student and staff input and research on why students were being suspended, suspensions, and college career indicators were our areas for growth. $100,000 for class-sized reduction to provide more support services in class. Looking at college-going data and reviewing survey input from staff and students, the school and District determined that college and career readiness would be infused by the offering of more courses and certifications that offer direct correlations for students between what they are learning and how it can be applied to improving their post-secondary opportunities. With the research-based state push to offer more CTE opportunities, this was a natural fit. The college and career readiness of students will be improved by increasing the number of students with industry certifications both through Redwood and through dual enrollment courses offered by local community colleges. To that end, $20,000 will be spent to provide a liaison between Redwood and area community colleges to increase Redwood student enrollment. Certifications will also be offered at Redwood High. The District feels good about the process used to assess Redwood's areas of growth and the evidence-based interventions that have been chosen to address these needs. By reducing class sizes,

enhancing staff's "toolkit" for working with its student body and increasing post-secondary opportunities for students, the school is making strides towards reducing the achievement gap.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Redwood's plan will be monitored and evaluated throughout the year. Every seven weeks, Redwood's Principal will give a report to the District Office's Cabinet. Attendance rates, increased credit accrual, dual enrollment numbers, certifications and reduction in suspensions will be the measures used to evaluate the effectiveness of the program.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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 students we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of highly qualified teachers **18-19** Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned **Baseline** 100%	2018 - 2019 100% highly qualified teachers
Metric/Indicator Number of teachers teaching in subject areas without appropriate credential **18-19** 0 - Number of teachers teaching in subject areas without appropriate credential **Baseline** 0 - Number of teachers teaching in subject areas without appropriate credential	2018 - 2019 0 - Number of teachers teaching without appropriate credential in subject area
Metric/Indicator	

Expected	Actual
Demographic breakdown of all teachers hired during current school year.	New Hire Breakdown 2018 - 2019

<table>
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Expected

Demographic breakdown of all teachers hired during current school year.

Demonstrate an increase in the percent of teachers in underrepresented groups hired the previous year that reflect the overall student demographics (as per Data Quest).

18-19
Demonstrate an increase in the percent of teachers hired in underrepresented groups the previous year that reflect the overall student demographics (as per Data Quest).

Ethnicity   New Teacher
HIspanic / Latino 25%
African American 2.6%
Filipino, Pacific Islander 1.5%

Baseline
2016-17 Teacher Hires - Total 82
- African Amer. 2 (2.4%)
- Latino 18 (22%)
- Asian 7 (8.5%)
- Filipino 1 (1.2%)
- Pacific Islander 0 (0%)
- White (Non Hispanic Origin) 54 (65.9%)

2016-17 TIPS Teacher Demographics
- African Amer. 2%
- Latino 28%
- Asian 8%
- Multiracial 5%
- Indian 2%
- White 55%

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Expected column:

Demographic breakdown of all teachers hired during current school year.

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2016-17 TIPS Teacher Demographics
- African Amer. 2%
- Latino 28%
- Asian 8%
- Multiracial 5%
- Indian 2%
- White 55%

Actual column:

New Hire Breakdown 2018 - 2019

	Number	Percent
AFRICAN AMERICAN	2	2.53
ASIAN	3	3.80
CHINESE	4	5.06
FILIPINO	2	2.53
HISPANIC	14	17.72
JAPANESE	1	1.27
PACIFIC ISLANDER	1	1.27
WHITE	52	65.82
TOTAL	79	100.00

2018 - 2019 Student Ethnicity

African American 2.4%
Native American .3%
Asian 7.7%
Filipino 1.5%
Latino 45.5%
Pacific Islander 2.3%
White 35.6%
Two or More Races 4.7%
Not Reported .0%

Expected column:

Metric/Indicator
Number of new teachers participating in PD programs

18-19

Total New Teachers: 75%

Actual column:

Number of new teachers participating in PD Programs

TIPS Teachers - 100%
Teachers new to the district - 100%

	Expected	Actual

Expected	Actual

TIPS Teachers: 100%
 	
Baseline
Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program)
    • 4 in cohorts
    • 35 in Instructional Strategy PD	

Metric/Indicator Number of teachers completing TIPS Program with the District **18-19** 100% **Baseline** 2016-17 TIPS Program Numbers: 43 Year I and II Combined	2018-19 TIPS Induction program enrollment: 42 candidates--26 year 1, 16 year 2; 36 general, 6 ed specialist candidates. 100% completion rate.
Metric/Indicator Number of teachers teaching ELD also certified to teach ELA/ELD **18-19** Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed. **Baseline** 100%	100% of teachers assigned to ELA/ELD are appropriately credentialed

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate	1.1 District based program ensured that 100% of the teachers hired/recruited/retained were highly qualified and are credentialed to teach in their assigned subject area. The actions also ensured that 100% of	1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 1000-1999: Certificated	Goal I, Action 1.1 1000-1999: Certificated Personnel Salaries Base 45,632,362

		Personnel Salaries Base 63,180,361	
credentials and are highlight to teach both ELD and ELA courses.	teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.	1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 3000-3999: Employee Benefits Base 13,943,906	Goal I, Action 1.1 3000-3999: Employee Benefits Base $17,820,630

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities	2.1 Attended three job fairs and participated in outreach programs with at least three local colleges and universities	2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711 1000-1999: Certificated Personnel Salaries Base $5,000	Goal 1, Action 2.1-2.4 5000-5999: Services And Other Operating Expenditures Base $5,000
2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics	2.2 Explored and identified alternative means to attract teachers who reflect the District's student demographics	Local Grants and Donations 2.5 Obj. Code 5205 5000-5999: Services And Other Operating Expenditures Other $122,300	Goal , Action 2.5 5800: Professional/Consulting Services And Operating Expenditures Other $281,372
2.3 Provide timely feedback to school sites regarding credentialing for new hires	2.3 Confirmed appropriate credentialing for teachers being hired by the school sites.		
2.4 Conduct annual audit of teacher assignments and credentialing	2.4 Conducted an annual audit of teacher assignments and credentialing		
2.5 Increase participation in "Developing Our Own" program.	2.5 Continued participation in "Developing Our Own" program.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 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.)	3.1 Worked with school sites to Identify means to better support new teachers focusing on probationary teachers who reflect demographically our student population.	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $10,150	Goal 1, Action 3.1-3.2 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $92,308
3.2 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.	3.2 Provided training and coaching for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in order to increase teacher retention rate.	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 3000-3999: Employee Benefits Supplemental and Concentration $2,240	Goal 1, Action 3.1-3.2 3000-3999: Employee Benefits Supplemental and Concentration $18,415

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year, the district conducted a credential audit to verify that all teachers are appropriately placed in their teaching assignments and are highly qualified. As a result of the audit, two teachers who were not appropriately credentialed to teach EL students were identified and the district implemented a plan to ensure that these teachers earned the appropriate credentials. Human Resources has developed protocols during the hiring process to verify that teachers are appropriately credentialed before finalizing contracts. The District participated in recruitment fairs both at the county level and at several colleges in the Bay Area. The District was represented by both District and school site administrators and focused on speaking to and recruiting teachers who represent the demographics of the student body. The District has continued its Developing Our Own program for the third year and has supported more than a dozen classified staff members moving into the teaching ranks. These staff members are local residents and many are graduates of district schools representing the demographics of the student population. In June, all administrators will be trained in using teacher evaluations to identify areas of growth and develop a plan for continuous improvement for individual teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As with many districts in California, it is a challenge to meet this goal since we are dependent upon credentialing programs to provide us with teaching candidates who demographically match our student population. There is an overall decline of college students

choosing to go into teaching and this includes underrepresented minority students. The high cost of local housing is also a deterrent to the recruitment of qualified candidates.   We have found that the most successful strategy is to identify and recruit local candidates for both teaching and administrative positions. The Developing Our Own Program has been successful is providing the opportunity for our classified staff to pursue their teaching credentials in a partnership program with a local university. Many of these candidates live locally and actually graduated from our high schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between the budgeted and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In 2018 - 2019, the District made a shift to using demographic data from Dataquest for the metrics for both student and teacher ethnicity.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

SUHSD will provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of students with access to standards-aligned instructional curriculum **18-19** 100% Percent of students with access to standards-aligned instructional curriculum **Baseline** 100%	100% of students had access to standards-aligned curriculum. Additionally, CCSS ELA curriculum and assessments developed; social science textbooks piloted for adoption in 19-20; NGSS training and curriculum development for all biology teachers, CCSS Math Algebra 1 benchmarks developed.
Metric/Indicator Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests **18-19** Increase the CAASPP scores in ELA and Math by 6% from base line: • ELA- 77.31% • Math- 57.47% **Baseline** CAASPP Scores 15-16:	18-19 CAASP Scores: • ELA: 62.55% met/exceeded standards, -14.76% from 2017-18 • Math: 47.7% met/exceeded standards, -9.77% from 2017-18

Expected	Actual

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- ELA- 59% Met or Exceeded Standards
- Math- 46% Meet or Exceeded Standards

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Metric/Indicator
Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up

18-19
Minimally - 70% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.

Baseline
Establish baseline of number of teachers observed at each school site and percent implementing CCSS curriculum and/or strategies

</td><td>

No data was collected in the 18-19 school year for this indicator as the focus of walk-throughs was shifted towards academic rigor and quality interactions.

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<tr><td>

Metric/Indicator
SBAC- ELA & Math (11th Grade EL's in country 1+ years)

18-19
Increase percent of English Learners nearly meeting, meeting and/or exceeding standards

ELA-:
- Met/Exceeded: 20%
- Nearly Met: 35%

Mathematics (Math):
- Met/Exceeded: 35%
- Nearly Met: 25%

Baseline
ELA- English Learners:
- Met/Exceeded: 6%
- Nearly Met: 26%

Mathematics (Math):
- Met/Exceeded: 5%
- Nearly Met: 9%

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18-19 CAASP Scores for 11th Grade English Learners in country 1+ year:

- ELA: 6.48% met/exceeded standards (-6.36% from 2017-18), 21.05% standard nearly met, 72.47% standard not met

- Math: 3.35% met/exceeded standards (-2.64% from 2017-18), 9.62% standard nearly met, 87.03% standard not met

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</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS • Provide English and Math lead teachers to focus on Common Core implementation. • . Expand NGSS units, course alignment and curriculum materials	1.1 -English and math lead teachers funded at 0.2 FTE per comprehensive site, a total of 1.6 FTE • English leads in progress creating • Standards-aligned curriculum developed for English Support and Academic Literacy courses • Math leads developed and administered Algebra 1 benchmark • NGSS PD and unit development planned in spring semester and will include all district biology teachers • Social Science adoption in progress: textbooks for all required courses will be piloted and selected. • Math study undertaken to evaluate curriculum and instructional strategies to improve alignment with CCSS math practices	English and math lead salaries, substitutes, extra hours pay: $238,000 1000-1999: Certificated Personnel Salaries Base $238,000	GOAL 2, Action 1.1 1000-1999: Certificated Personnel Salaries Base $238,000
		English and math lead salaries, substitutes, 3000-3999: Employee Benefits Base $48,124	GOAL 2, Action 1.1 3000-3999: Employee Benefits Base $48,124
		Textbook adoption, social science; curricular materials for intervention/support classes: $1,612,946. 4000-4999: Books And Supplies Base $1,612,946	GOAL 2, Action 1.1 4000-4999: Books And Supplies Base $2,079,529
		Contracts 5800: Professional/Consulting Services And Operating Expenditures Base $71,250	GOAL 2, Action 1.1 5000-5999: Services And Other Operating Expenditures Base $46,000

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Increase rigor in instruction and assessments; increase student engagement: • Continue fund instructional coaches to include the technology coach formerly identified in 2017-18 action 4 below). • Assign instructional coaches to perform lesson studies in the PD focus areas • Provide technology training that supports the PD focus areas	2.1 Instructional coaches funded at 5.2 FTE, allocated in the following areas: 1.4 ELA and reading 1.2 math 0.4 science 0.6 social science 0.6 special education 1.0 Instructional technology Professional development related to rigor, engagement and language support offered during Teacher Orientation Week, June Institute, afternoon PD, and all-staff PD days. • NGSS PD for all biology teachers • Math PD for all district math teachers and co-teachers as part of district math self study.	2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes 1000-1999: Certificated Personnel Salaries Base $871,500 3000-3999: Employee Benefits Base $176,217 Materials and Supplies: 4000-4999: Books And Supplies Base $74,000 Contracts and conferences: 5000-5999: Services And Other Operating Expenditures Base $110,000	Goal 2, Action 2.1 1000-1999: Certificated Personnel Salaries Base $1,145,872 Goal 2, Action 2.1 3000-3999: Employee Benefits $228,601 Goal 2, Action 2.1 4000-4999: Books And Supplies Base $112.947 Goal 2, Action 2.1 5000-5999: Services And Other Operating Expenditures Base $60,235

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand training and implementation of integrated ELD strategies including contract with EL Achieve for professional development and leadership training; supplies and materials;	1.0 FTE Instructional coach for Integrated ELD funded Eighty-one teachers in three groups completed 5-day training in	3.1 Instructional coach and leadership salary and stipends: Substitutes: 1000-1999: Certificated Personnel Salaries Base $78,300	Goal 2, Action 3.1 1000-1999: Certificated Personnel Salaries Base $78,300

1.0 FTE Instructional Coach position; sub pay; and certificated extra hours pay	the fall semester. Two more cohorts offered in the spring. Leadership seminar: 15 teacher participants, 6 administrator participants; 5 apprentice presenters trained in 2018-19 (total 7 certified presenters) Implementation cohorts: 20 teachers participated in fall.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $112,901 Materials and supplies: 4000-4999: Books And Supplies Base $38,000 3000-3999: Employee Benefits Base $15,832	Goal 2, Action 3.1 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $46,000 Goal 2, Action 3.1 4000-4999: Books And Supplies Base $112,000 Goal 2, Action 3.1 3000-3999: Employee Benefits Base $15,621

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 and 4.2 are embedded in the modified Action 2 above of this goal. The actions themselves are no longer exclusive of the overall professional development plan and hiring of coaches.		0	Goal 2, Action 4.1 & 4.2 Not Applicable Not Applicable 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In the area of ELA, the English Leads, in concert with district coaching staff and consultant, created standards-aligned curriculum and assessments for 9th and 10th grade. Each site team administered at least one common unit assessment. In the area of math, all teachers are using curriculum chosen as a district.

The district administered an Interim Comprehensive Assessment in grades 10-11. The assessment was designed to mirror the selected response section of the SBAC.

A robust set of professional development offerings related to the areas of rigor, engagement, standards-alignment and language support were attended in 2018-19. Teachers attended a total of about 3700 sessions over the course of the school year.

Approximately 700 hours of professional learning were delivered over the course of the year in 94 all-staff PD sessions, 50 all-day release day trainings, 45 after-school PDs, and 62 sessions in June Institute and Teacher Orientation Week.

Five 5-day trainings related to integrated ELD (CM) were offered over the course of 2018-19. Approximately 125 teachers across all sites completed this training this year, bringing the total of teachers trained in SUHSD to about 230, or about 45% of faculty. Additionally, teachers who had completed the training were offered the opportunity to collaborate with a colleague and receive coaching support to implement integrated ELD strategies. Approximately 40 teachers availed themselves of this opportunity this year, bringing the total of eligible teachers who participated in an implementation cohort to about 28%.

NGSS training was offered to all science teachers during all-staff PD days, June Institute, and after school. Biology teachers were also required to attend a 3-day training to learn about instructional shifts and to align site scope and sequence with NGSS.

A social science adoption process resulted in textbook selections for all required courses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In the area of math, overall performance on the spring 2018 SBAC dropped from 2017-18. Additionally, there were particularly poor outcomes for English Learners, economically disadvantaged students and students with disabilities. In the area of ELA, a similar trend was observed.

Participation in professional development has increased over the 2018-19 school year and feedback surveys reflect positive impressions of professional development offerings. Ninety-five percent of respondents rated the PDs as effective. Gauging the implementation of instructional strategies highlighted in PD has proven to be more challenging. A self assessment related to implementation of Integrated ELD strategies was recently developed and administered. This will provide baseline data from which to measure growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted and actual expenditures were in line with one another.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Parent Engagement:
All schools will promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Functioning English Language Advisory Committees (ELAC) **18-19** 100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Language Advisory Committee (ELAC) **Baseline** 100% of ELAC are established and ELAC members are trained on their role and responsibilities	100% of ELAC were established and ELAC members were trained on their role and responsibilities
Metric/Indicator Number of parent meetings/events for all parents coordinated by Parent Teacher Student Association (PTSA) and ELAC **18-19** Maintain **Baseline** Number of events/meetings held at each school site-establish baseline	100% of the sites held at least one event that was planned by members of ELAC and PTSA.
Metric/Indicator	Actuals:

Expected	Actual
Parent Project Offerings and participation **18-19** Increase overall parent participation by 20% (140 parents), and 100% of the schools are represented **Baseline** Parent participation rates and number of sessions offered: - 2016-17 School year: 118 parents and 5 schools	- - 84 parents participated in and complete the Parent Project series during the 2018-19 school year. - - This is an increase of 30 parents (55%) from 2017-18 actuals - - 100% of the schools hosted at least one Parent Project series during the 2018-19 school year. 2017-18 Actuals: - - 54 parents participated in and completed the Parent Project series - - This represents a 46% decrease of the 2016-17 baseline number (118 parents)
Metric/Indicator Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee) **18-19** At least one parent of EL students **Baseline** Establish Baseline	A total of 8 parents of English Learners participate in at least one leadership committee in two of our comprehensive schools.
Metric/Indicator Panorama Family Relationships Survey: Barriers to Engagement District - Mean Score Family Engagement District - Mean Score **18-19** Barriers to Engagement - 3 / 5 Family Engagement - 3.5 / 5 **Baseline** 2017 -18 Panorama Family Relationships Survey Results: Barriers to Engagement - 4.3 / 5 Family Engagement - 2.3 / 5	2018- 2019 Panorama Family Relationships Survey Results: - - Barriers to Engagement--4.4 / 5 Parents/families indicated there were no barriers to engaging them with the school/the schools made efforts to engage parents/families. This is a an increase of .1 from 2017-18.) - - Family Engagement--2.3 / 5 (Same results as 2017-18.)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by: • Allocating funds for site Bilingual Parent Liaisons (BPL) • Revising and aligning roles and responsibilities of BPL and BRT • Monitoring the implementation of federal/state mandates and categorical funded parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.) 1.2 Fund personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services. 1.3 Assist sites in developing and implementing a site parent engagement plan that addresses and supports sites' needs as identified in their WASC/SPSA and also aligns with LCAP goals. Plan is to include all of that described below and be inclusive of	1.1 Funded personnel at the site level (Bilingual Parent Liaisons) - support sites' efforts to increase/improve services principally directed to parents of ELs and unduplicated students. 1.2 Funded personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services. 1.3 Assisted and guided the development of a site level Parent Involvement Plan/Policy. 100% of the sites have such plan. 1.4 Purchased TitleICrate Licenses for all schools to support the monitoring of federal/state mandates and categorically funded services.	1.1 Bilingual Parent Liasions 2000-2999: Classified Personnel Salaries Supplemental and Concentration $450,000 1.2 District Level support for Migrant/Unduplicated Students 1000-1999: Certificated Personnel Salaries Title I $60,000 1.1 Bilingual Parent Liasions 3000-3999: Employee Benefits Supplemental and Concentration $127,080 1.2 District Level support for Migrant/Unduplicated Students 3000-3999: Employee Benefits Title I $12,132	Goal 3, Action 1.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration $247,691 Goal 3, Action 1.2 1000-1999: Certificated Personnel Salaries Title I $47,295 Goal 3, Action 1.1 3000-3999: Employee Benefits Supplemental and Concentration $69,185 Goal 3, Action 1.2 3000-3999: Employee Benefits Title I $9,561 Goal 3, Action 1.4 5000-5999: Services And Other Operating Expenditures Title I $4,000

state/federal mandates such as ELAC, SSC, PTSA, etc.

Contents of Parent Engagement Plan:
- Needs assessment
- Data
- Goals
- Actions/services
- Timeline
- Budget/funding source
- Person(s) responsible

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This action is discontinued.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Continue to support Parent Project districtwide with sites hosting two series per year. • Facilitators/Child Care--Benefits/Salary • Materials/Supplies ($50,000/Parent Project, $5,000/Compass) 3.2 Continue to contract for the SUHSD Parent Education Series	3.1 Parent Project Series--A total of 9 series were offered this year: 4 in the Fall semester and 5 in the Spring semester. The cost included: * Facilitators/Child Care (Salary/Benefits) * Materials/Supplies 3.2 SUHSD Parent Series--Contract CSM Consulting to provide no more than 20 Parent Education Series during the 2018-19 school year. A minimum of 4	2000-2999: Classified Personnel Salaries Supplemental and Concentration $38,000 4000-4999: Books And Supplies Supplemental and Concentration $12,000 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $60,000	Goal 3, Action 3.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration $37,599 Goal 3, Action 3.1 4000-4999: Books And Supplies Supplemental and Concentration $24,479 Goal 3, Action 3.2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $60,000

| | events at each of the comprehensive sites and 2 at Redwood High School. | 3000-3999: Employee Benefits Supplemental and Concentration $10,731 | Goal 3 Action 3.1 3000-3999: Employee Benefits Supplemental and Concentration $10,502 |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were generally implemented as planned. With respect to the items under Action 1, we continued to fund personnel at the site and district level to support the different parent engagement activities as well as purchased TitleICrate licenses for all our sites to establish a method for collecting, storing, and organizing required federal and state documents. We continued to support both the Parent Project and Parent Series at each of our comprehensive sites. Finally, the Parent Liaisons, with the guidance of the District Director of English Learner Programs, established a Site Parent Involvement Plan for their own sites. Overall, the activities planned were indeed meeting the current needs and thus accomplished.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions/services implemented were well received and, hence, effective in moving us closer to meeting our parent engagement goal. By continuing to support staff at the site and district level, we continue to ensure 100% of the school sites established an ELAC and trained its members on their roles and responsibilities. Furthermore, parents/guardians of unduplicated students, mainly English Learners, continue to participate in leadership committees at the sites and/or district level as well as support the collaboration of school level committees such as ELAC and PTSA. Furthermore, the sites continued hosting and facilitating the Parent Project by providing two series during the school year, and the district continued to support the Parent Education Series coordinated by CSM Consulting. A total of 9 Parent Project series were conducted throughout the school year including an English version offered at Carlmont High School. This was the first year of the series being offered in English and at Carlmont. This was as a result of the collaboration with the San Mateo County Behavioral and Mental Health Department. The continuation of these services/actions and the addition of the Parent Project series at Carlmont are evidence of the district's efforts to provide multiple opportunities for parents to be involved, as indicated in the Panorama Families Relationships Survey Results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditures and estimated actuals for this goal were relatively close. The differences were due to several factors that included the following: an increase in salaries overall, the addition of the Parent Project series held at Carlmont High School, the decrease in FTE for district level support for families of Migrant/unduplicated students, and the purchase of the Title 1 Crate licenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on the analysis of the outcomes of 2018-19 Goal 3, several changes/modification have been made and noted for the 2019-20 school year. With respect to budgeted expenditures, the modified action 3.1 reflects an increase in funds to cover the continuation and possible increase of the offerings of the English series at Carlmont High School. In addition, compensation time has been included for personnel to begin collecting and analyzing data associated with this action. Also, approximately $5,000 will be set aside for action 3.4 - Parent Leadership Conference. This action, in combination with the rest of Goal 3, was specifically identified to further support and build parent capacity in leadership roles. Parallel to this reason, the district will facilitate this venue/activity to support and encourage parents to be more involved with their child's education. As a result, we hope to see an increase in the results of the Families and School Relations section of the Panorama survey.   Another change noted for 2019-20 is the discontinuation of action 2. With the number of students qualifying for the Migrant Education Program dwindling so has the supporting funding. To that end, SUHSD will no longer provide direct services to qualifying students and families. Instead, the district will become a Migrant Regional Program and will no longer support district personnel for Migrant/Unduplicated students and families. The intent is to ensure any and all needed services for these families and students will be provided with all other remaining resources. With respect to metrics and targets, the following modifications were made and will be reflected in the 2019-20 Metrics section: Parent Project Offerings and Participation Rates and Panorama Family Relationships Survey Results.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

All English Learners will have access to grade-level curriculum, enroll in mainstream core courses, and achieve proficiency in the English language that will result in achieving Reclassified Fluent English Proficient (RFEP) status and a clear pathway to post-secondary education upon graduating from high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Language Progress Indicator (ELPI) - State Dashboard **18-19** Move Up: Color (Green), Level (Medium - 69%), Status Change (Increased - 2.0%) **Baseline** Spring 2017 Baseline: Color (Orange), Level (Low - 65.6%), Status Change (Maintained - 0%)	2018 English Language Progress Indicator (ELPI) - No Performance Color was reported for 2018.
Metric/Indicator English Language Proficiency Assessment of California (ELPAC) **18-19** Increase rate making progress by 5% **Baseline** Spring 2018 - Baseline	The following data has been established as Baseline data (2018 Summative ELPAC Results). Growth will be measured once 2019 Summative data is made available. • -Total number of students tested: 976 • -Total number and percent of students scoring Overall - Level 4: 196 / 20.0%

Expected	Actual
	-Total number and percent of students scoring Overall - Level 3: 258 / 26.5% -Total number and percent of students scoring Overall - Level 2: 195 / 20.0% -Total number and percent of students scoring Overall - Level 1: 327 / 33.5%
Metric/Indicator Percent of EL Reclassified **18-19** Increase total number of EL reclassified by 12% (130 students) **Baseline** CDE 2016-17: 116 students - 8.1% (inclusive of charter schools) - 8.2% (CA, MA, RD, SQ, WD only)	California Department of Education: 2017-2018 DataQuest Total number/percent of students reclassified (inclusive of charter schools): -Total English Learners: 1,444 -Number Reclassified: 123 -Percent Reclassified: 8.4% Total number/percent of students reclassified (Carlmont, Menlo-Atherton, Redwood, Sequoia, and Woodside only): -Total English Learners: 858 -Number: 94 -Percent: 10.9%
Metric/Indicator Percent of EL Enrolled in English Support Courses **18-19** Decrease EL Enrollment in Eng. I & II Support to: 9th Grade 20% of all 9th grade ELs 10th Grade 5% of all 10th grade ELs **Baseline** Eng. I & II Support EL Enrollment (10.1.16): 9th Grade 32% of all 9th grade ELs 10th Grade 19% of all 10th grade ELs	Percent of ELs enrolled in English I or II Support classes as of 11.6.18. - 9th Grade: 35% of 9th grade ELs enrolled in English I Support -10th Grade: 21% of 10th grade ELs enrolled in English II Support
Metric/Indicator	Percent of students exiting English support classes mid-year:

Expected	Actual

Percent of students Exiting Support Classes mid-year **18-19** Increase by 5% of 17-18 baseline **Baseline** 17-18 Base Line 9th Grade - 42/97 (42.3%) 10th Grde - 10/66 (15.2%) Total Exiting English I and II Support - 52/163 (31.9%)	9th grade - 40/107 (37.4%) 10th grade - 19/62 (30.6%) Total exiting English I and II Support - 59/169 (34.9%)
Metric/Indicator SBAC - ELA & Math (11th Grade ELs in country 1+ years) **18-19** ELA - English Learners: - Met/Exceeded: 20% - Nearly Met: 35% Mathematics (Math): - Met/Exceeded: 35% - Nearly Met: 25% **Baseline** ELA - English Learners: - Met/Exceeded: 6% - Nearly Met: 26% Mathematics (Math): - Met/Exceeded: 5% - Nearly Met: 9%	2017-18 SBAC Results - ELA & Math (11th Grade ELs in country 1+ years) English Language Arts: -Met/Exceeded standards: Expected (20%), Actual (13.5%) -Nearly Met standards: Expected (35%), Actual (27.4%) Math: -Met/Exceeded standards: Expected (35%), Actual (5.99%) -Nearly Met: Expected (25%), Actual (11.5%)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student. 1.2 Moved to Action 2 below in this goal. 1.3 Moved to Action 2 below in this goal. 1.4 Continue to hire .4 FTE District BRT- Coordinating and supporting: • ELPAC • EL Monitoring Accountability 1.5 Continue and increase use of Ellevation: • Annual License Fee + 2 days of training • Train 100% of the teachers on Teacher Platform: How to identify and monitor ELs using the monitoring forms and the language proficiency levels. 1.6 Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (ex. Individual Learner Plans- students, SSC/WASC Goals, LCAP Goals, etc:) • Quarterly Meetings • Site EL Team	1.1 Funded 3.8 FTE - Site Level Bilingual Resource Teacher 1.4 Funded .2 FTE - District Level BRT supporting /coordinating ELPAC 1.5 Purchased Annual License for Ellevation + 2 Days of training. Provided training opportunities to teachers via District-wide Professional Development Days, Subject Advisory Committees (SAC), site specific training. 1.6 Established a process and timeline for monitoring English Learner student progress using Ellevation. Review of the process, timeline, and data analysis took place during already scheduled monthly meetings with Bilingual Resource Teachers. No cost added. 1.8 SUHSD 2019-2021 EL Strategic Plan was approved by the board on June 26, 2019. The plan is to implement Fall of 2019. 1.9 At $250 per EL student, a total of $297,950 was allocated to the schools.	1.1 Site Level BRT- $564,000 1.4 District Level BRT- $60,000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $624,000	Goal 4, Action 1.1 & 1.4 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $624,000
		1.1 Site Level BRT 1000-1999: Certificated Personnel Salaries Title III $124,000	1.1 Site Level BRT 1000-1999: Certificated Personnel Salaries Title III $124,000
		1.5 Ellevation: Annual Fees + Training 5800: Professional/Consulting Services And Operating Expenditures Title I $17,000	Goal 4, Action 1.5 5000-5999: Services And Other Operating Expenditures Title I $17,000
		1.6 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $5,000	Goal 4, Action 1.6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $5,000
		1.9 EL support funds - allocation to sites 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration $230,200	Goal 4, Action 1.9 Not Applicable Supplemental and Concentration $230,200
		1.8 EL Master Plan Implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $1,000	1.8 EL Strategic Plan Implementation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $1,000
		1.1 Site Level BRT 3000-3999: Employee Benefits Title III $3,437	Goal 4, Action 1.1 & 1.4 3000-3999: Employee Benefits Title III $3,437
		1.1 Site Level BRT- $ 1.4 District Level BRT- $ 1.6 Release/Compensated Time 3000-3999: Employee Benefits	Goal 4, Action 1.1, 1.4, &1.6 3000-3999: Employee Benefits Supplemental and Concentration $124,488

| | | Supplemental and Concentration $127,184 | |

• District Leads

1.7 Combined with Action 2 below

1.8 Adopt new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit and SSC/SDMC.

1.9 Continue to allocate funds to sites at an amount of $200 per EL students for supplemental services: Field Trips, Bilingual Instructional Aids, supplemental materials, extended day services.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supporting Designated ELD/Curriculum and Instruction: 2.1 Continue to provide Designated ELD training as needed- Approximate numbers: • New ELD teachers (4) • District coaches (2) • English Support teachers (4--one per comprehensive site) • Support 2 teachers of ELD to become apprentices of SysELD • Send them to participate in EL Achieve--	2.1 This action was not implemented as outlined during the 2018-19 school year. One District Instructional Coach attended Systematic ELD 5-Day Institute as a means of increasing our own leadership capacity in this area. 2.2 Provided SysELD instructional strategies and curriculum implementation support for ELD III teachers by: • contracting with E.L. Achieve (3 Days-- Consultation)	2.1 Designated ELD training--EL Achieve 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 2.2 Designated ELD Implementation Support 3000-3999: Employee Benefits Supplemental and Concentration $40,440 2.3 ELD Curriculum and Assessments Pilot 4000-4999: Books And Supplies Supplemental and Concentration $5,000	Goal 4, Action 2.1 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $10,000 Goal 4, Action 2.2 3000-3999: Employee Benefits Supplemental and Concentration $39,900 Goal 4, Action 2.3 4000-4999: Books And Supplies Supplemental and Concentration $5,000

Leadership Institute for SysELD

2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)
- Cohort Stipend: $1,200 per teacher X 12 teacher
- Cohort Facilitator/Coach Stipend: $1,200 X 3

2.3 Pilot/Adopt curriculum and assessments for ELD and English I-II Support
- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-Total 18 Units @ $275 per unit)
- EL Achieve--English Units (4 sets per teacher)

2.4 Pilot Co-taught model for students performing at the ELD III level

- 33% of ELD III students in core mainstream courses (2

sections per site)

2.3 Purchased/piloted SysELD Units from E.L. Achieve for ELD III. Three units were purchased for each of the ELD III teachers at each site. (Five sets of each unit were purchased: one for the district and one for each of the comprehensive schools. A total of 15 sets were purchased.)

2.4 Piloted Co-taught model classes for students performing at the ELD III level.

2.4 Two Sections per School site @ $25,000 per section 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $200,000

Goal 4, Action 2.4 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $200,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services for this goal were generally implemented as planned. Of the ten activities listed, all but two were fully implemented. The district continued to use and support: Bilingual Resource Teachers at each of the sites and a .2 FTE at the district level; Ellevation, the EL data management system for monitoring and reclassification of English Learners; training for teachers; updated the EL Master Plan; and allocated LCFF funds to sites for EL supplemental activities. In the areas of curriculum and instruction, the district supported: Systematic ELD Units Implementation; Co-taught classes for students at the ELD III level; and Designated ELD training for an instructional coach.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Continuing to support at minimum a .2 FTE Bilingual Resource Teacher at the district level has been key for the Research, Assessment and Evaluation Department. The continuity of this support allowed for a coherent and smooth process in the areas of training personnel and coordinating the administration and proctoring of the assessment across sites. The continued use of Ellevation as the EL data management system of choice districtwide increased staff's knowledge and awareness of their EL population, and it increased visibility of students in need of extra support.

Hiring a district BRT who supported the Director of Research and Evaluation in the rollout and implementation of ELPAC was a key action on the part of the district. This person was responsible for training all administrators as well as staff administrating and proctoring the exam at each of the sites. Increasing the support at the site level in the use of Ellevation resulted in the number of monitoring forms, both progress and reclassification recommendations, more than doubling over the prior year. For the EL Master Plan Project, approximately 40 staff members participated in six committees. In the end, this group expressed appreciation for the opportunity to participate as it enhanced their understanding of Ed. Code parameters for educating ELs. Lastly, supporting teachers of ELD through professional development with EL Achieve also increased our teachers' confidence in planning and delivering language acquisition lessons targeted to individual student language proficiency levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted expenditures and the estimated actual expenditures was due to the change in plan for action items 1.6, 1.9 and 2.1 as mentioned in question 1 of this goal's analysis. The piloting of Constructing Meaning units did not take place because doing so would have impeded a well developed plan. Furthermore, by the time teacher leaders learned of and became familiar with the units, it was late in the school year. The deadline for submitting a proposal to pilot new curriculum, as defined by the district's process, was past due. This resulted in not purchasing the materials as indicated in Action 1.9. In addition, due to the number of existing district and site initiatives, establishing a new team was not feasible. Instead, as a district, it was decided to concentrate our efforts on the EL Master Plan. The committees established to support this work functioned as EL Committees. For these reasons the actual and estimated expenditures for this goal differ.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2019-20 school year, the District will be looking at revising/refining the job description of the Bilingual Resource Teacher to emphasize instructional support to students and teachers in the classroom. The District will also be looking into selecting and piloting curriculum and assessments in English Language Development. This will support teachers in ensuring well drafted lesson plans aligned to ELD standards. ELD teachers who have completed the Systematic ELD Training will have the opportunity to receive ongoing support from a district coach. New teachers to ELD will be supported by attending a 5-Day Secondary Systematic ELD Institute. In addition, updates were made to the following 2019-20 metrics/targets: English Learner Performance Indicator, ELPAC results/growth, Percent of EL Reclassified, Percent of Students Exiting Support Classes, SBAC ELA and Math results. These modifications were made to base progress on updated baselines. Another changed was the wording of the actual goal. The change was made to reflect a comprehensive program and services for English Learners.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Student Achievement-College & Career: Graduate students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17) **18-19** Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year. **Baseline** Class of 2016: 59.1%	17-18 A-G completion 64%, +6.1. from 2016-17
Metric/Indicator Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17) **18-19** Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year. **Baseline**	17-18 EL & RFEP A-G completion 31.1%, +3.3% from 2016-17 17-18 Foster Youth A-G completion 0%, -20% from 2016-17 17-18 Homeless A-G completion 15%, +6.7% from 2016-17

Expected	Actual

Expected	Actual
Class of 2016: - EL & RFEP Combined = 31.2% - Foster Youth = 20% - Homeless = 9.1%	
Metric/Indicator Percent of students exceeding Standards: ELA and Math Scores on CAASPP tests **18-19** Increase the CAASPP scores in ELA and Math by 3% from prior year. **Baseline** CAASPP Scores 16-17: - ELA- 31% Exceeded Standards - Math – 24% Exceeded Standards	2017-18 ELA: 37.3% exceeded standards, +5.8% from 2016-17 2017-18 Math: 26.9% exceeded standards, +2.9% from 2016-17
Metric/Indicator Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone) **18-19** Increase by 3% from the prior year the percent of unduplicated subgroups taking - a CTE introductory pathway course - a CTE concentrator pathway course (which will in one year result in capstone course completion) **Baseline** 2017-18 CTE Pathway Rates	2017-18 CTE baseline data: 2.3% introductory course 2017-18 CTE baseline data: 11.9% concentrator course
Metric/Indicator	2017-18 CTE baseline data: 1.6% unduplicated students completing an introductory course

Expected	Actual
Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone)	2017-18 CTE baseline data: 14% unduplicated students completing concentrator course
18-19	
Increase by 3% from the prior year the percent of unduplicated subgroups taking	
• a CTE introductory pathway	
course	
• a CTE concentrator pathway	
course (which will in one year	
result in capstone course	
completion)	
Baseline	
2017-18 CTE Pathway Rates	
Metric/Indicator	17-18 seniors taking at least one AP/IB class 66.7%, +3.3% from 2016-17
Percent of graduating seniors taking at least one AP/IB class	
18-19	
Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year	
Baseline	
Class of 2016: 62.8%	
Metric/Indicator	17-18 Hispanic/Latino taking at least one AP/IB class 50.4%, +.8% from 2016-17
Percent of unduplicated subgroups of graduating seniors who have taken at least one AP/IB class	17-18 Foster Youth/Homeless taking at least one AP/IB class 33.3%, +8.3% from 2016-17
18-19	17-18 SED taking at least one AP/IB class 47%, +8.3% from 16-17
Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class	
Baseline	
Class of 2016	
• Hispanics/Latino: 49.6%	
• SED: 43.6%	

Expected	Actual
• FY/Homeless 12.5%	
Metric/Indicator Percent of students who pass an AP/IB exam with a score of 3 or higher (New) **18-19** Increase over the prior year by 3% the number of students who pass at least one AP/IB exam **Baseline** Class of 2016 AP/IB pass rates: 73.7%	17-18 students passing AP/IB Exam with 3 or higher 75%, baseline more from indiviudal breakout of 3s, 4s and 5s from 2016-17
Metric/Indicator Number of students who pass an AP exam with score of 3 or higher (former) **Baseline** 2014-15 Rates from Data Quest: Number Total Tested 2,114 Percent of Total Tested Score 3 1,028 48.6% Score 4 1,010 47.8% Score 5 1,075 50.9%	Updated to above metric/indicator of overall passage rather than by breakout of 3s, 4s or 5s.
Metric/Indicator Early Assessment Program Results **18-19** Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 37% • Math- 30% **Baseline** CAASPP Scores 16-17: ELA - 31% Exceeded Standards Math- 24% Exceeded Standards	2017-18 ELA: 37.3% exceeded standards, +5.8% from 2016-17 2017-18 Math: 26.9% exceeded standards, +2.9% from 2016-17

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District's base program provides a broad course of study for all students as described in the EC section In addition, the District will ensure all students have access to a rigorous course of study such as A-G, CTE and IB/AP by continuing to: 1.1 Support a College & Career Advisor (CCA) at each site 1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements 1.3 . Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits) 1.4 Meet with all students each semester to track their A-G, IB/AP and CTE participation and progress. 1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC	The District's base program provided a broad course of study for all students as described in the EC section In addition, the District ensured all students hadaccess to a rigorous course of study such as A-G, CTE and IB/AP by continuing to: 1.1 Supporting a College & Career Advisor (CCA) at each site 1.2 Supporting classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements 1.3 . Creating a plan of action for juniors and/or seniors in need of making up A-G courses (credits) 1.4 Meeting with all students each semester to track their A-G, IB/AP and CTE participation and progress 1.5 Increasing the number of dual enrollment courses offered to District students so more students graduated from high school with	1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000 1.7 $315,000 1.8 $250,000 1.9 $188,000 1.10 No cost 1.1 Salary/Benefits: Base 1.2 Support Classes-Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Salary/Benefits: Base 1.7 Materials/Equipment 1.8 Salary/Benefits: Base 1.9 Salary/Benefits: Base 1.10 No Cost 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $3,421,000	Goal 5, Action 1.1, 1.2 & 1.6 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $2,218,000 Goal 5, Action 1.7 4000-4999: Books And Supplies Supplemental and Concentration $245,000

transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

1.7 Work towards all students having access to appropriate technology tools that enhance richer levels of learning

1.8 Staff a Small Schools Executive Director of Innovation to facilitate ingenuity in course offerings, school design and student engagement.

1.9 Pilot mainstream co-taught courses for ELD III level students

1.10 Open TIDE Academy with a schedule that will ensure students graduate high school with 15+ units of college credit completed and a CTE pathway | UC transferable college courses completed

1.6 Supporting an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

1.7 Working towards all students having access to appropriate technology tools that enhanced richer levels of learning

1.8 Staffing a Small Schools Executive Director of Innovation to facilitate ingenuity in course offerings, school design and student engagement.

1.9 Piloting mainstream co-taught courses for ELD III level students

1.10 On schedule to open TIDE Academy with a schedule that will ensure students graduate high school with 15+ units of college credit completed and a CTE pathway | | Goal 5, Action 1.8 1000-1999: Certificated Personnel Salaries Base $199,089

Goal 5, Action 1.1,1.2 &1.6 3000-3999: Employee Benefits Supplemental and Concentration $442,491

Goal 5, Action 1.8 3000-3999: Employee Benefits Base $39,718

Goal 5, Action 1.9 1000-1999: Certificated Personnel Salaries Base $164,500

Goal 5, Action 1.9 3000-3999: Employee Benefits Base $32,818 |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation.	2.1 Continuing Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicated a need for this accommodation.	2.1 Special Ed Program and Co-Teaching Sections
Obj. Code 1101, 3000
2.2 N/A
1000-1999: Certificated Personnel Salaries Base
22,000,000	Goal 5, Action 2.1 1000-1999: Certificated Personnel Salaries Base $22,000,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Use established system to monitor student progress quarterly or at the end of each semester.	2.2 Using established system to monitor student progress quarterly or at the end of each semester.	classified 2000-2999: Classified Personnel Salaries AB602 $3,074,749	Goal 5, Action 2.3 2000-2999: Classified Personnel Salaries AB602 $2,700,424
2.3 Continue to support instructional aids assisting in the push-in and pull out model.	2.3 Continuing to support instructional aids assisting in the push-in and pull out model.	2.4 SMCOE 5800: Professional/Consulting Services And Operating Expenditures Base $518,708	Goal 5, Action 2.4 7000-7439: Other Outgo Special Education $644,451
2.4 Continue to support students with unique needs that cannot be met by district service by providing instruction through the SMCOE.	2.4 Continuing to support students with unique needs that cannot be met by district services by providing instruction through the SMCOE.	2.5 Non-Private Schools 5000-5999: Services And Other Operating Expenditures Special Education 3,556,553	Goal 5, Action 2.5 5000-5999: Services And Other Operating Expenditures AB602 $3,950,000
2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.	2.5 Continuing to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.	2.6 Transportation 5800: Professional/Consulting Services And Operating Expenditures AB602 $2,455,925	Goal 5, Action 2.6 2000-2999: Classified Personnel Salaries Special Education $1,667,514
2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs.	2.6 Continuing to support and provide transportation for students with special needs to attend appropriate programs.	Classified 3000-3999: Employee Benefits AB602 $1,472,466	Goal 5, Action 2.3 3000-3999: Employee Benefits AB602 $411,289
		4000-4999: Books And Supplies AB602 $72,745	Goal 5, Action 2.1 & 2.3 AB602 $127,483
		certificated 3000-3999: Employee Benefits AB602 $3,113,401	Goal 5, Action 2.1 3000-3999: Employee Benefits AB602 $869,635
			Goal 5, Action 2.6 3000-3999: Employee Benefits Special Education $1,116,523

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP:	Monitoring and supporting the following groups of students in their progress towards graduation, UC A-G completion, CTE	3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A	Goal 5, Action 3.1 Not Applicable Not Applicable 0

3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)-Supplemental Education Services (SES) 3.4 Migrant	pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)-Supplemental Education Services (SES) 3.4 Migrant	3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Title I $88,000	
		3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Title I $111,650	Goal 5, Action 3.2 5000-5999: Services And Other Operating Expenditures Title I $8,236
		3000-3999: Employee Benefits Title I $22,576	Goal 5, Action 3.3 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $78,892
			Goal 5, Action 3.4 1000-1999: Certificated Personnel Salaries Title I $39,056
			Goal 5, Action 3.4 3000-3999: Employee Benefits Title I $22,676
			Goal 5, Action 3.4 4000-4999: Books And Supplies Title I $4,903
			Goal 5, Action 3.4 5000-5999: Services And Other Operating Expenditures Title I $11,655

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Thanks to the inclusive nature of the LCAP process, stakeholders were well informed on the implementation of the actions/services to achieve our A-G goal. College and Career Advisors are accessed by all of the District's students through both scheduled and

impromptu interactions and through PTSA, Parent Education and Counseling Office outreach, parents know how to access these services to help their student(s) attain A-G. Course placement is data driven so middle schools and parents are a part of determining English and math support classes for the incoming students who will need them. There is an Advisory Council that continues to oversee the implementation of co-teaching, and Sped. Department Chairs meet with IVPs each semester to review placement and practice. Co-teaching A-G access is also monitored for individual student success by sped. case managers. Bilingual Resource Teachers work with IVPs and the Director of English Learner Development to implement and monitor the EL A-G program. These groups work with the Parent Outreach Coordinator to keep parents informed on A-G requirements and how their student(s) can reach them. The Foster Youth/Homeless Coordinator works with AVPs and the county to make sure students are correctly identified, receiving services and know where to go for additional support. The Migrant Coordinator does the same for Migrant youth. Students apply for the AVID program and parents agree to AVID expectations annually. Site AVID Coordinators work with the District Director to oversee A-G completion of AVID students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our efforts resulted in an overall 6.1% increase in students meeting A-G requirements. EL and RFEP A-G completion rose 3.3%. Homeless students saw a 15% increase in A-G completion, while Foster Youth fell 20%, with neither of the two Foster Youth graduates meeting A-G. Overall CAASPP ELA and math rose 5.8% and 2.9% respectively, though many subgroups saw drops on their performance. CTE data was baseline. AP/IB participation rose 3.3% overall, .8% for Hispanic/Latino, 25% for Foster Youth and 30% for Homeless. Overall passing rates rose from a baseline of 73.7% to 75.2%. Because A-G completion and successful AP/IB participation rose, it was frustrating several subgroups struggled on the CAASPP. However, considering that the CAASPP is two tests on two days, we are pleased that they did not prove to be indicators for UC A-G completion or AP/IB participation, both of which are indicators of performance over time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences were found between the estimated and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metrics for percentile of students passing at least one AP/IB exam was updated so that we now show the percentile of students with a 3 or higher rather than the percentile of students earning a 3, percent earning a 4 and percent earning a 5. Because of the welcome reality that far more students are taking multiple AP/IB courses, tracking in which they got which passing score has become extremely complicated. Knowing simply the percent that passed gets us the information desired. Baseline numbers have now been set for measurement of all students taking CTE pathway courses as well as unduplicated subgroups taking CTE pathway courses.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences. (Formerly Goal 7)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School facilities maintained in good repair **18-19** 100% of school facilities are in good repair as measured by William's Act Cleanliness Report **Baseline** 100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of all facilities are in good repair
Metric/Indicator New in 2017-18, Panorama Survey: valued members of the school community; physical and psychological safety at school. **18-19** 7,000+ Students completed survey: Valued members of the school community	7,000+ Students completed the Fall 2018 Panorama Survey: Valued members of the school community 3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey. This result stayed the same as 2017-18 (3.1/5 resulting in 40th percentile). Physical and psychological safety at school

Expected	Actual

3.2/5 resulting in 50th percentile of all national high schools completing the Panorama Survey

Physical and psychological safety at school
4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey

Baseline
2017-18 Baseline Results, 7,022 Student Survey Responses:

Valued members of the school community
3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey

Physical and psychological safety at school
3.9/5 resulting in 90th percentile of all national high schools completing the Panorama Survey

3.8/5 resulting in 80th percentile of all national high schools completing the Panorama Survey. This result lowered slightly compared to 2017-18 (3.9/5 resulting in 90th percentile)

Metric/Indicator
Attendance Rates-
(as measured by SUHSD Dashboard- ½ Day Partial/Full Day)

18-19
2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:
- All Students: 94.5%
- Special Education: 93.8%
- Socioeconomically Disadvantaged: 92.5%
- EL & RFEP Combined: 92.5%
- Foster Youth: 88.0%
- Homeless: 88.0%

Baseline
- All: 95.2%
- SWD (Sped): 92%
- SED (Low Income): 93.1%
- EL/RFEP Combined: 93.3%
- FY: 79%

2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:
- All Students: 94.2% (remained the same from 2016-17)
- Special Education: 91.9% (decreased 1.4% when compared to 2016-17, 93.3%)
- Socioeconomically Disadvantaged: 91.6% (decreased slightly when compared to 2016-17, 91.8%)
- EL & RFEP Combined: 91.6% (increased slightly when compared to 2016-17, 91.5%)
- Foster Youth: 82.2% (increased 1.9% when compared to 2016-17, 80.3%)
- Homeless: 82.3% (decreased 1.9% when compared to 2016-17, 84.2%)

Expected	Actual

- Homeless: 85%

| | Chronic Absenteeism data is still unavailable from the California Department of Education (Dashboard). Results from CDE's DataQuest for the previous year, 2017-18: |

Metric/Indicator
Chronic Absenteeism Rates as measured by the California Department of Education (Dashboard)

18-19
- All Students: 14.5%
- African American: 18.0%
- Hispanic/Latino: 19.0%
- Pacific Islander: 24.0%
- Special Education: 22.0%
- EL & RFEP: 25.0%
- Foster Youth: 38.0%
- Homeless: 38.0%

Baseline
Baseline established 2017-18:
- All Students: 15.4%
- African American: 20.2%
- Hispanic/Latino: 21.9%
- Pacific Islander: 27.5%
- Special Education: 26.1%
- EL & RFEP: 28.2%
- Foster Youth: 52.7%
- Homeless: 52.5%

Chronic Absenteeism data is still unavailable from the California Department of Education (Dashboard). Results from CDE's DataQuest for the previous year, 2017-18:
- All Students: 16.6%
- African American: 24.8%
- Hispanic/Latino: 23.7%
- Pacific Islander: 31%
- Special Education: 31.3%
- EL & RFEP: 29.5%
- Foster Youth: 52.8%
- Homeless: 64.9%

Metric/Indicator
Graduation rates as measured by the California Department of Education (Dashboard)

18-19
Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.

Baseline
Baseline established 2017-18:
- All Students: 93.4%
- African American: 78.9%
- Hispanic/Latino: 88.6%
- Pacific Islander: 82.9%

As reported by the California Department of Education (Fall 2018 Dashboard), graduation rates for the following subgroups are:
- All Students: 89.2% (increased 0.8% over 2016-17 rate)
- African American: 89.3% (decreased 1.6% over 2016-17 rate)
- Hispanic/Latino: 81.6% (increased 1.9% over 2016-17 rate)
- Pacific Islander: 80.3% (decreased 4.9% over 2016-17 rate)
- Special Education: 67.4% (decreased 4.4% over 2016-17 rate)
- EL & RFEP: 72.3% (increased significantly 6.7% over 2016-17 rate)
- Foster Youth: *% (no data, n < 30)
- Homeless: 63.3% (decreased significantly 13.9% over 2016-17 rate)

Expected	Actual
- Special Education: 74.6% - EL & RFEP: 76.9% - Foster Youth: *% - Homeless: 78.8%	Note: the previously established baseline data were recalculated using new methodology from when baseline data was first reported (now using the California Department of Education's Dashboard)
Metric/Indicator Suspension rates as measured by the California Department of Education (Dashboard) **18-19** Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. - All Students: <4.0% - African American: <12% - Hispanic/Latino: <7% - Pacific Islander: <9% - Special Education: <10% - EL & RFEP: <8% - Foster Youth: <16% Homeless: <12% **Baseline** 2016-17 suspension rates are as follows: - All Students: 4.4% - African American: 9.5% - Hispanic/Latino: 6.5% - Pacific Islander: 10.1% - Special Education: 10.1% - EL & RFEP: 8.8% - Foster Youth: 21.4% - Homeless: 6.1%	As reported by the California Department of Education (Fall 2018 Dashboard), suspension rates for the following subgroups are: - All Students: 6.3% (increased 1.1% over 2016-17 rate) - African American: 11.1% (decreased 1.8% over 2016-17 rate) - Hispanic/Latino: 9.7% (increased 1.8% over 2016-17 rate) - Pacific Islander: 15.2% (increased 1.8% over 2016-17 rate) - Special Education: 14.1% (increased 2.9% over 2016-17 rate) - EL & RFEP: 14.8% (increased significantly 4.6% over 2016-17 rate) - Foster Youth: 23.3% (decreased 2.7% over 2016-17 rate) - Homeless: 19.1% (increased 8.8% over 2016-17 rate) Note: The 2016-17 baseline data was recalculated with the inclusion of Dashboard Alternative School Status (DASS) schools.
Metric/Indicator Number of Expulsions as measured by the California Department of Education (Dashboard) **18-19** Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per 2016-17 SUHSD's Dashboard.	The California Department of Education (Dashboard) does not track expulsion rates, but this data is available from the California Department of Education via DataQuest. The total number of expulsions from Sequoia Union High School District, including charter schools, for 2017-18 was 14. Sequoia's Dashboard tracks current year data; actual results from the 2018-19 school year are 6 total expulsions.

Expected	Actual

• At minimum < 18 total expulsions **Baseline** In 2016-17, the total number of expelled students was 22.	

Metric/Indicator Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard **18-19** Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline. • At minimum: 9th grade students earning 30+ credits > 88% **Baseline** 2016-17 9th grade students earning 30+ credits after first semester: • All Students: 86% • African American: 75.8% • Hispanic/Latino: 79.2% • Pacific Islander: 73.6% • Special Education: 75.5% • EL & RFEP: 78.3% • Foster Youth: 40% • Homeless: 46.7%	The percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard from 2017-18 are as follows: • All Students: 83.2% (decreased 2.6% over 2016-17 percent) • African American: 64.0% (decreased 8.3% over 2016-17 percent) • Hispanic/Latino: 73.5% (decreased 3.3% over 2016-17 percent) • Pacific Islander: 72.1% (decreased 4.3% over 2016-17 percent) • Special Education: 66.8% (decreased 5.7% over 2016-17 percent) • EL & RFEP: 70.2% (decreased 2.2% over 2016-17 percent) • Foster Youth: 60.0% (remained the same over 2016-17 percent) • Homeless: 55.6% (increased 8.2% over 2016-17 percent)

Metric/Indicator Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard **18-19** Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline.	The percent of 10th grade students earning 120+ credits after 10th grade year as measured by the SUHSD Dashboard from 2017-18 are as follows: • All Students: 77.1% (increased 0.7% over 2016-17 percent) • African American: 70.9% (increased 10.5% over 2016-17 percent) • Hispanic/Latino: 63.2% (increased 0.9% over 2016-17 percent) • Pacific Islander: 66.0% (increased 10.8% over 2016-17 percent) • Special Education: 69.7% (remained the same over 2016-17 percent)

Expected	Actual
- At minimum percent of 10th grade students earning 120 credits > 80% **Baseline** 2015-16 10th grade students earning 120+ credits after second semester - All Students: 77.8% - African American: 61.5% - Hispanic/Latino: 64.7% - Pacific Islander: unk% - Special Education: 61.6% - EL & RFEP: 62.9% - Foster Youth: 66.7% - Homeless: 31.6%	- EL & RFEP: 59.1% (increased 1.3% over 2016-17 percent) - Foster Youth: 33.3% (decreased 23.8% over 2016-17 percent) - Homeless: 50.0% (increased 15.4% over 2016-17 percent)
Metric/Indicator Graduation rates as measured by the SUHSD District Dashboard **18-19** This measurement tool has been changed. See the above metric and associated measurement tool. **Baseline** Class of 2016: Cohort Graduation Rate =79% - Af. Am. = 59.2% - Latino = 73.7% - Pac Island. = 50.8% - Spec Ed = 62.9% - EL = 70.5% - Foster = 50% - Homeless = 50%	Note: metric deleted.
Metric/Indicator Suspension rates as measured by the SUHSD Dashboard **18-19** This measurement tool has been changed. See the above metric and associated measurement tool. **Baseline**	Note: metric deleted.

	Expected	Actual

Expected	Actual
2015-16 Suspension Rate - 4.9% • Af. Am. = 14.1% • Latino = 7.7% • Pac Island. = 10.2% • Spec Ed = 10.7% • EL & RFEP = 8.3% • Foster = 16.4% • Homeless = 12.2%	
Metric/Indicator Number of Expulsions as measured by the SUHSD Dashboard **18-19** This measurement tool has been changed. See the above metric and associated measurement tool. **Baseline** 2015-16 Number of Expulsions = 28 • Af. Am. = 3 • Latino = 18 • Pac Island. = 1 • Spec Ed = 4 • EL & RFEP = 19 • Foster = 0 • Homeless = 0	Note: metric deleted.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 District base program ensures clean and safe facilities for all students	1.1 District base program ensured clean and safe facilities for all students	1.1 Obj. Code 2230, 2240, 3000 2000-2999: Classified Personnel Salaries Base $9,423,580	Goal 6, Action 1.1 2000-2999: Classified Personnel Salaries Base $6,957,415

		3000-3999: Employee Benefits Base $2,661,219	Goal 6, Action 1.1 3000-3999: Employee Benefits Base $1,943,345

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Finish evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement. 2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood) 2.3 Continue and further develop neuroscience of addiction curriculum for 9th grade students, analyze expansion into upper grades. 2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language. 2.5 Continue to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be piloted. 2.6 Continue to explore/investigate systems to support attendance monitoring that align with the tiered	2.1 Finished evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement. 2.2 Continued Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood) 2.3 Continued and further develop neuroscience of addiction curriculum for 9th grade students, analyze expansion into upper grades. 2.4 Continued expanding outreach for parent education, particularly to the families of at-risk students, in English and home language. 2.5 Continued to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be piloted. 2.6 Continued to explore/investigate systems to support attendance monitoring that	2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 2.5 N/A 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $40,600	Goal 6, Action 2.1 &2.3 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $40,600
		3000-3999: Employee Benefits Supplemental and Concentration $8,209	Goal 6, Action 2.2 & 2.4 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $4,261
		2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $13,000	Goal 6, Action 2.5 Not Applicable $0

system of interventions the Discipline Task Force will be defining and implementing	align with the tiered system of interventions the Discipline Task Force will be defining and implementing	2.6 - Attendance: Supplemental Concentration Grant 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $80,000	Goal 6, Action 2.6 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $37,600
		2.7 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0	Goal 6, Action 2.7 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access 3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students.	Evaluated the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) - increased number of incoming Pacific Islander students participating. 3.2 Team Ascent (Incoming 9th graders) - increased number of incoming Pacific Islander students participating. 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access 3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students.	3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant	Goal 6, Action 3.1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $106,543

Increase number of Pacific Islander students participating. 3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, to include Adult School	Increase number of Pacific Islander students participating. 3.5 Supported the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contracted with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Supported dual enrollment options for SUHSD students, to include Adult School	3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,542,416	
			Goal 6, Action 3.2 3000-3999: Employee Benefits Title I $13,006
		3000-3999: Employee Benefits Supplemental and Concentration $332,097	Goal 6, Action 3.1, 3.3, 3.4 & 3.5 3000-3999: Employee Benefits Supplemental and Concentration $243,697
		3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $100,000	Goal 6, Action 3.2 1000-1999: Certificated Personnel Salaries Title I $31,476
		3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures $57,000	Goal 6, Action 3.2 2000-2999: Classified Personnel Salaries Title I $42,762
			Goal 6, Action 3.3 , 3.4, 3.7 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $861,949

			Goal 6, Action 3.3 2000-2999: Classified Personnel Salaries Supplemental and Concentration $66,719
			Goal 6, Action 3.7 3000-3999: Employee Benefits Supplemental and Concentration $3.990
			Goal 6, Action 3.5 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $230,761
			Goal 6, Action 3.6 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $50,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services connected to this goal have been implemented, with only one exception. The exploration/investigation on systems to support attendance monitoring that align with the tiered system of interventions the Discipline Task Force will be defining and implementing has been progressing and will continue through the end of the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The number of Sophomores earning more than 120 credits increased across most subgroups, but Freshmen earning more than 30 credits after first semester dropped for most subgroups. This may create a wave in the longitudinal data, so we may have to examine further actions/services for Freshmen credit attainment. Additionally, the total number of expulsions decreased significantly, while the suspension rate increased for most subgroups. Piloting Alternative to Suspension programs should help to further impact suspension rates (prior years did not have pilot programs) in years to come.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures and Estimated Actual Expenditures were aligned for most actions and services. The Alternative to Suspension and Attendance actions/services are still being piloted so programs are not at full-exposure district wide (reduced initial costs).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The only changes made to the goal were on alignment of metrics to the California School Dashboard data.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

Provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. (Formerly Goal 8.)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Enrollment Numbers of FY **18-19** 100% enrolled promptly and appropriately **Baseline** 100%	100% of identified Foster Youth were enrolled promptly and appropriately.
Metric/Indicator Number of School Records forwarded/requested within 2 business days **18-19** 100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer **Baseline** 100%	100% of Foster Youth records transferred within 2 business days from enrollment change notice.
Metric/Indicator Type of Support Services accessed by FY **18-19**	100% of Foster Youth were provided with bus passes (or other means of transportation services) as well as free breakfast and lunch at our school sites.

Expected	Actual
Demonstrate an increase of the percent of foster youth students who access services throughout the year as well as the type of services **Baseline** Identify and track services accessed by foster youth throughout the year	
Metric/Indicator Percent of teachers, administrators and key personnel receiving Professional Development on FY needs **18-19** Ensure that 100% of administrators and a 20% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth **Baseline** Establish baseline	Student Services department received direct training from the San Mateo County Office of Education Foster Youth liaisons. That valuable information was disseminated to 100% of administrators this Spring. Additionally, Foster Youth training was completed with 4 of the 8 (50%) Head Counselors, resulting in an increase of 50% in this key personnel group.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes	1.1 Funded staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes	1.1 Attendance/Wellness Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $120,000	Goal 7, Action Item 1.1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $170,098
1.2 Combined with 1.1 1.3, 1.5, 1.4, 1.5, 1.6 and 1.7 Incorporated into Action 2 1.4 Is now Action 3		1.1 Support Staff (Attendance/Wellness Office) 2000-2999: Classified Personnel Salaries Supplemental and Concentration $80,000	Goal 7, Action 1.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration $67,647
		certificated 3000-3999: Employee Benefits Supplemental and Concentration $24,264	Goal 7, Action 1.1 3000-3999: Employee Benefits Supplemental and Concentration $36,196

		classified 3000-3999: Employee Benefits Supplemental and Concentration $22,592	Goal 7, Action 1.1 3000-3999: Employee Benefits Supplemental and Concentration $39,381

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district 2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students 2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters	2.1 Continued to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district 2.2 Continued the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students 2.3 Continued to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters	2.2 Data Management System-Tracking of FY 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000 2.3 Bus Passes 5800: Professional/Consulting Services And Operating Expenditures Title I $10,000 2.3 District Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $5,000	Goal 7, Action 2.2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000 Goal 7, Action 2.3 5800: Professional/Consulting Services And Operating Expenditures Title I $8,541 Goal 7, Action 2.3 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Develop an exploratory collaborative team between the SUHSD, neighboring districts and	3.1 Expanded collaborative team within SUHSD for the purpose of identifying the needs of and	3.1 Professional Development 5800: Professional/Consulting	Goal 7, Action 3.1 5000-5999: Services And Other Operating

feeder schools (RWC SD, Ravenswood, Carlmont feeders, Woodside feeders, etc.), the county, and community resources (i.e., B&G Club, etc.) for the purpose of identifying the needs of and providing support to FY and Homeless students. Make sure the collaborative team gets on relevant listservs and contact lists to be invited to events and PD opportunities. Provide the following staff development opportunities: • Track One: Specific to foster youth and homeless students • Track Two: Bi-Annual and district-wide mental health intensive • Track Three: Voluntary program for general certificated and classified staff 3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students	providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.). 3.2 Participated in local, county and state trainings on addressing the needs of FY/Homeless students	Services And Operating Expenditures Supplemental and Concentration $5,000 3.1 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $1,500 3.1 Release/Compensated Time 2000-2999: Classified Personnel Salaries Supplemental and Concentration $1,500 3.2 Conferences/workshops/Meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,000 3000-3999: Employee Benefits Supplemental and Concentration $1,715	Expenditures Supplemental and Concentration $5,000 Goal 7, Action 3.1 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $11,634 Goal 7, Action 3.1 2000-2999: Classified Personnel Salaries Supplemental and Concentration $3,136 Goal 7, Action 3.2 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $5,500 Goal 7, Action 3.1 3000-3999: Employee Benefits Supplemental and Concentration $3.197

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions/services were mainly effective as documented in Foster Youth survey data; these students had increased connectedness and supports at school (when compared to the average of all students).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference in budgeted amounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The exploratory collaborative team was modified to be specific to the Sequoia Union High School District's internal team in the Student Services Department. Foster Youth responsibilities moved into this department and so training and professional development occurred rapidly throughout this year. The type of services accessed by Foster Youth baseline was established, resulting in 75% accessing one service.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

This year's stakeholder involvement in the process of the LCAP and Annual Update included more events and more input than any prior year. Please read through the below to understand our involvement process.

LCAP Organization Team:

SUHSD established a District LCAP Team to support the implementation and monitoring of the 2017-18 LCAP Goals as well as collaborate in formulating data and stakeholder input into the 2018-19 LCAP. The team consisted of three assistant superintendents, directors and coordinators from different departments such as the Administrative Services, Educational Services, Student Services, and Human Resources. The district team met a total of eight times throughout the school year. The district team was responsible for monitoring the implementation and progress of the current year's LCAP goals, planning stakeholder engagement activities, reviewing and analyzing data and collaborating in the development of the 2017-18 LCAP. It was this team who was charged with ensuring stakeholder comments, questions and/or concerns were addressed throughout the year as well as in the new LCAP goals, actions and services. The LCAP Team met on the following dates:
* August 17, 2018
* January 23, 2019
* February 6, 2019
* March 13, 2019
* April 17, 2019
* May 22, 2019

LCAP Budget Advisory Team:

Performance data and stakeholder input were used in the crafting of goals and expectations. Once surveys and community engagement meetings were underway and results were starting to form, the LCAP Advisory Committee gave regular input on the Organization Team's progress. Comprised of stakeholders from the District's ELAC, PTSA and Foundations, Board Members, the Assistant Superintendent's of Ed. Services and Administration, the controller and the teacher's union, the LCAP Budget Advisory

Team gave input on the Organization Team's process and progress. Meetings with the LCAP Budget Advisory Team took place on the following dates:
* November 19, 2018
* December 17, 2018
* January 14, 2019
* February 11, 2019
* April 22, 2019
* April 29, 2019

Parents, Staff and Students Surveys:

In an effort to increase significantly our parent, staff and student involvement, this year the District contracted the services of Panorama Survey Company. Correlating but group specific questions were chosen from Panorama's norm tested, LCAP specific question chunks. With the help of parent advisories and principals, the District then added in some additional questions. The survey was available in both English and Spanish and could be taken on paper, a computer, tablet, or a phone. The surveys were open from December 1st through February 5th and were completed by:
* 7,140 students
* 648 staff members
* 2,438 parents/guardians

Community Engagement Meetings:

Over the course of the fall, the District hosted six community engagement events: one at each of the District's school sites. Each community engagement event had over 50 participants, and present at each engagement event were classified employees, certificated employees, administrators, community members, board members and students. Materials for input were provided in Spanish and English and translators were available at each event. After a brief presentation on the District's Strategic Plan and LCAP Goals, the remainder of each evening was dedicated to tables of stakeholders discussing rigour versus difficulty and what was needed to provide students with much of the former and less of the latter. Meetings happened on the following dates:
* October 2, 2018 - Carlmont High School
* October 16, 2018 - Menlo-Atherton High School
* October 22, 2018 - Redwood High School
* October 29, 2018 - Woodside High School
* November 6, 2018 - Sequoia High School
* November 11, 2018 - East Palo Alto Academy

Differentiated Assistance Team:
Identified for Differentiated Assistance, the District's Differentiated Assistance Team was a new source of input for the 2019-20 LCAP. Comprised of staff stakeholders from across sites, the team worked with the County Office of Education to analyze the District's current practices, study data and come up with a recommendation for improving State Dashboard outcomes. After working through several change exercises, the team recommended to the District's School Board that more courses at the ninth grade level be heterogeneous. The team's work will continue next year as it troubleshoots and monitors the effectiveness of these classes. The team met on the following dates:
November 26, 2018 - County Superintendent's Meeting
December 4, 2018 - County Differentiated Assistance Presentation to SUHSD Principal's
January 9, 2019 - Differentiated Assistance Team
February 7, 2019 - Differentiated Assistance Team
April 10, 2019 - Differentiated Assistance Team
May 8, 2019 - Differentiated Assistance Team

School Site Councils, Certificated Bargaining Unit, DELAC Meetings and Online Feedback:

In addition to gathering broad input from our general parent, student and staff constituents, the District worked specifically with leadership groups to glean more in-depth feedback for the LCAP's development.   Site School Site Councils and Shared Decision Making School Council meetings, which are composed of parents, students, teacher, school personnel and the principal, were one of these vehicles. As part of the school plan creation process, sites align their school goals with the LCAP goals of the District. During this process, both sets of goals inform each other. Final approval of School Plans by the School Site Council happens once the SSCs have given input on the LCAP and used it to inform their site goals. In addition, the LCAP Organization Team met with the Certificated Bargaining Unit, Sequoia Union High School District Teacher's Association (SDTA) to glean their suggestions for the LCAP's goals and corresponding actions. The SDTA sent out the proposed goals and actions to the Association's leadership ahead of the meeting, which resulted in time for site leaders who could not make the meeting to send their feedback and allowed everyone to be familiar with the materials prior to the SDTA/LCAP Organization Team discussion. 12 members of SDTA leadership were at the meeting, representing all of the District's LCAP site. Leadership for the District's chapter of The American Federation of State and Federal Employees (AFSCME) also gleaned input from their leadership and gave input on the LCAP. In the autumn, the District English Learners Advisory Council (DELAC) was given an overview of the LCAP process, similar to the one presented to the Board. At a spring meeting, once the LCAP draft was translated into Spanish, DELAC reviewed the plan and gave input to the Superintendent who attended the meeting.   The draft of the LCAP, in both English and Spanish, was posted on the District website for a month-and-a-half, along with a link for leaving additional LCAP feedback and to ask questions. The superintendent responded to all questions received. What follows are the dates of the above activities:
* October 30, 2018 - DELAC
* February 13, 2019 - AFSCME
* February 25, 2019 - Sequoia Union High School District's Teacher's Association
* April 17, 2019 - Redwood School Site Council

* June 12, 2019 - Carlmont School Site Council
* June 12, 2019 - East Palo Alto Academy School Site Council
* June 12, 2019 - Menlo-Atherton School Site Council
* June 12, 2019 - Sequoia School Site Council
* June 12, 2019 - Woodside School Site Council
* May 14, 2019 - DELAC
* May - June 2019 - Online Input

Board Presentations:

From the developing of survey questions to the approving of the final draft, the Board and anyone in Board Meeting attendance has received regular updates on the LCAP process and progress. Dates of presentations and study sessions are as follows:
* September 18, 2018 - LCAP Timeline
* October 24, 2018 - LCAP Local Indicators
* January 16, 2019 - Community Engagement, Survey Result and Dashboard Trends
* March 13, 2019 - LCAP Proposed Goals and Corresponding Action Items
* May 15, 2019 - LCAP Development Progress Report
* May 22, 2019 - LCAP Board Study Session
* June 12, 2019 - LCAP Public Hearing and Board First Reading
* June 26, 2019 - LCAP Final Draft Approved by the Board

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

We were pleased that, across stakeholder groups, there were some very clear common areas for growth: student engagement; staff coaching and feedback, and parent participation. The impact of these themes of feedback across our multiple consultations can be seen in our LCAP. For student engagement, the most common actions requested were: more CTE offerings, more integration of meaningful technology, more student collaboration and project-based learning and a need for more rigor and less difficulty. In the area of staff development, both classified and certificated staff highlighted coaching and feedback as an area for growth. Parents lauded the District for its accessibility and opportunities to participate, but felt the greatest area for growth was in getting parents to take advantage of these opportunities. While the LCAP celebrates the fact that our stakeholders find the District welcoming, it also incorporates strategies for increasing parent engagement. New to the District this year was a Differentiated Assistance Team. With the help of the County Office of Education, after working through several change exercises, the team recommended to the District's School Board that more courses at the ninth grade level be heterogeneous.

As a result of the input gathered the following modifications, additions or deletions were incorporated into the 2019-20 LCAP:

Goal 1: (Modified Goal) Continue to hire the most highly qualified teachers and administrators for openings in the District, while seeking to increase the number of teachers and administrators who reflect demographically the students we serve.

Goal 2, Action 1: Develop English 11th/12th grade CCSS units/assessment and Canvas modules; undergo math self-study phase 2 and pilot Alg 1 course. Increase Math Lead positions as part of the pilot; undertake science bio unit implementation, coaching and PD, as well as chemistry and physics PD, unit development & courses of study.
Goal 2, Action 2: Hire EL Coordinator and align administrator feedback with an instructional focus.

Goal 3, Action 1: Host a districtwide parent conference; increase Parent Leadership series; combine PTSA and ELAC events

Goal 4: (Modified Goal) Provide an educational program where Long Term English Learners develop a sense of belonging feeling welcomed and empowered; receive an intellectual quality of instruction; have meaningful access to mainstream courses; achieve proficiency in English, and graduate with a clear path to post-secondary education.
Action 1: Provide collaboration/support for: Co-teaching teams; CM implementation; LEP teachers/teams; bilingual IAs/LEP teams

Goal 5, Action 1.11: Heterogeneously group students in freshman UC A-G science and Algebra Initiative sections.
Goal 5, Action 2.7: Increase in-house options for some students currently in private placements to enhance their services.

Goal 6, Action 2.6: Implement a comprehensive districtwide attendance monitoring and response system that is based on a tiered system of interventions
Goal 6, Action 2.7: Explore a multi-tiered system of support for student behavior and mental health supports and services. Identify the need for specific intervention staff and the appropriate model(s).

Goal 7, Action 2: Collaborate with SMCOE/Social Services for direct and immediate school placement

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Basic Services:
Continue to hire the most highly qualified teachers and administrators for openings in the District, while seeking to increase the number of teachers and administrators who reflect demographically the students we serve.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

The district will recruit and hire highly qualified teachers and and administrators who reflect demographically the overall student population.

Percent of teachers by ethnicity:

2017 - 2018 All Teachers - Total 631

African American = 20 (3.2%)
Asian = 18 (2.9%)
Chinese = 25 (4.0%)
Filipino = 12 (1.9%)
Hispanic / Latino = 100 (15.8%)
Japanese = 5 (.8%)
Korean = 6 (1.0%)
Pacific Islander = 1 (.2%)
Samoan = 1 (.2%)
Vietnamese = 6 (1.0%)

White (non-Hispanic) = 437 (69.3%)

2016 - 2017 Percent Student Ethnicity - Total 9,911

African American 2.6%
Native American .4%
Asian 7.2%
Filipino 1.6%
Latino 46.2%
Pacific Islander 2.4%
White 35.5%
Two or More Races 3.5%
Not Reported .6%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of highly qualified teachers	100%	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned Percent of highly qualified teachers	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned
Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential
Demographic breakdown of all teachers and administrators hired	2016-17 Teacher Hires - Total 82 • African Amer. 2 (2.4%) • Latino 18 (22%)	Demonstrate an increase in the percent of teachers hired the previous year that reflect the overall student	Demonstrate an increase in the percent of teachers hired in underrepresented groups the previous	Demonstrate a 5% increase in the percent of teachers and administrators hired the previous year that reflect

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
during current school year. Demonstrate an increase in the percent of teachers and administrators in underrepresented groups hired the previous year that reflect the overall student demographics (as per Data Quest).	• Asian 7 (8.5%) • Filipino 1 (1.2%) • Pacific Islander 0 (0%) • White (Non Hispanic Origin) 54 (65.9%) 2016-17 TIPS Teacher Demographics • African Amer. 2% • Latino 28% • Asian 8% • Multiracial 5% • Indian 2% • White 55% 2016 - 2017 Add Student Ethnicity - Total 9,911 African American 2.6% Native American .4% Asian 7.2% Filipino 1.6% Latino 46.2% Pacific Islander 2.4% White 35.5%	demographics (as per Data Quest). Ethnicity New Teacher White- Non HIspanic < 55% HIspanic / Latino > 22% African American > 2.5% Filipino, Pacific Islander > 1% 2017 - 2018: Eliminate TIPS Teacher Demographics since it is included in total teacher hires. Add the following student demographics to baseline data: 2017 - 2018 Student Ethnicity African American 2.4% Native American .3% Asian 7.6% Filipino 1.5% Latino 46.3% Pacific Islander 2.3% White 35.5% Two or More Races 3.6% Not Reported .5%	year that reflect the overall student demographics (as per Data Quest). Ethnicity New Teachers HIspanic / Latino 17.72% African American 2.53% Filipino 2.53% Pacific Islander 1.27% 2018 - 2019 Student Ethnicity African American 2.4% Native American .3% Asian 7.7% Filipino 1.5% Latino 45.5% Pacific Islander 2.3% White 35.6% Two or More Races 4.7% Not Reported .0%	the overall student demographics (as per Data Quest).

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Two or More Races 3.5% Not Reported .6%			
Number of new teachers participating in PD programs	Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program) • 4 in cohorts • 35 in Instructional Strategy PD	Demonstrate an increase of the number/percent of new teachers participating in PD program as referenced by the previous year. At minimum: Total New Teachers: 60% TIPS Teachers: 100% Number of new teachers participating in PD programs	Total New Teachers: 100% TIPS Teachers: 100%	Total New Teachers: 100% TIPS Teachers: 100%
Number of teachers completing TIPS Program with the District	2016-17 TIPS Program Numbers: 43 Year I and II Combined	100% Number of teachers completing TIPS Program with the District	100%	100%
Number of teachers teaching ELD also certified to teach ELA/ELD	100%	Maintain 100% Number of teachers teaching ELD also certified to teach ELA/ELD	Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.	Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 District-based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are qualified to teach both ELD and ELA courses.	1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.	1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.

Budgeted Expenditures

	Year	2017-18	2018-19	2019-20
	Amount	62,246,661	63,180,361	64,128,066
	Source	Base	Base	Base
	Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000
	Amount		13,943,906	14,775,106
	Source		Base	Base
	Budget Reference		3000-3999: Employee Benefits 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000	3000-3999: Employee Benefits 1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities (i.e. Stanford University Mock Interviews) 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.	2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.	2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities 2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics 2.3 Provide timely feedback to school sites regarding credentialing for new hires 2.4 Conduct annual audit of teacher assignments and credentialing 2.5 Increase participation in "Developing Our Own" program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	Base	Base	Base
Budget Reference	2.1-2.4 Obj. Code 1906,3000,4351,5204,5205,5711	1000-1999: Certificated Personnel Salaries 2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711	1000-1999: Certificated Personnel Salaries 2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711

Source	Base		
Budget Reference	4000-4999: Books And Supplies		
Amount	$122,300		
Source	Other		
Budget Reference	5000-5999: Services And Other Operating Expenditures		
Source	Base		
Budget Reference	5700-5799: Transfers Of Direct Costs		
Amount		$122,300	$122,300
Source	Base	Other	Other
Budget Reference	3000-3999: Employee Benefits	5000-5999: Services And Other Operating Expenditures Local Grants and Donations 2.5 Obj. Code 5205	5000-5999: Services And Other Operating Expenditures Local Grants and Donations 2.5 Obj. Code 5205

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 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.) 3.2 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.	3.1 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.) 3.2 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.	3.1 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.) 3.2 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,150	$10,302
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 - 3.2 Obj. Code 1906, 3000,5205,5807	1000-1999: Certificated Personnel Salaries 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807	1000-1999: Certificated Personnel Salaries 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807
Amount		$2,240	$2,374
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807	3000-3999: Employee Benefits 3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807

Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

SUHSD will provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Implementation of CCSS (math and English), literacy standards (science, social studies, and technical subjects), ELD standards and NGSS.

Support for all students (English Learners, Students with Disabilities) to access Common Core standards through high quality, research-based strategies and to be successful on CAASPP tests and demonstrate mastery of material.

More support for Long Term English Learners to access material and meet standards

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students with access to standards-aligned instructional curriculum	100%	100% Percent of students with access to standards-aligned instructional curriculum	100% Percent of students with access to standards-aligned instructional curriculum	100% Percent of students with access to standards-aligned instructional curriculum

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	CAASPP Scores 15-16: • ELA- 59% Met or Exceeded Standards • Math- 46% Meet or Exceeded Standards	Increase the CAASPP scores in ELA and Math by 3% from 2016-17 baseline: • ELA- from 71.31% - 74.31% • Math- from 51.47% - 54.47% Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	Increase the CAASPP scores in ELA and Math by 6% from base line: • ELA- 77.31% • Math- 57.47%	Increase the CAASPP scores in ELA and Math by 9% from baseline: • ELA- 80.31% • Math- 60.47%
Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up	Establish baseline of number of teachers observed at each school site and percent implementing CCSS curriculum and/or strategies	Minimally - 60% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies. Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up	Minimally - 70% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.	Minimally - 80% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.
SBAC- ELA & Math (11th Grade EL's in country 1+ years)	ELA- English Learners: • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math):	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-:	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-:	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Met/Exceeded: 5% • Nearly Met: 9%	• Met/Exceeded: 10% • Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20% SBAC-ELA & Math (11th Grade EL's in country 1+ years)	• Met/Exceeded: 20% • Nearly Met: 35% Mathematics (Math): • Met/Exceeded: 35% • Nearly Met: 25%	• Met/Exceeded: 30% • Nearly Met: 40% Mathematics (Math): • Met/Exceeded: 40% • Nearly Met: 30%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate instructional materials for subject areas • English 100% implementation of common units and CCSS standards • Math: Algebra I, Geometry, and Algebra II 100% implementation of new texts • Science: 100% of teachers will implement at least one NGSS unit • Social Studies: 75% of teachers will implement literacy standards	1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS • Provide English and Math lead teachers to focus on Common Core implementation. • . Expand NGSS units, course alignment and curriculum materials	1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS ELA: • Support implementation of CCSS-aligned ELA units through coaching and PD • Develop Canvas modules for all units • Expand NGSS units, course alignment and curriculum materials Math: • Math self-study phase 2: pilot Alg 1 course; Increase Math Lead positions as part of pilot • Provide professional development on CCSS math instructional practices • Develop/score district-wide math assessments; facilitate PD at all sites with assessment results Science • Support biology teachers to implement instructional units

| | | aligned to NGSS through coaching and PD
• Develop standards-aligned common assessments in biology
• Extra hours pay for biology representatives to develop assessments
• Fund release time for all biology teachers to preview common assessment and plan collaboratively
• Create site NGSS-aligned courses of study for chemistry and physics; develop a sample unit for each subject area for each site

Social Studies:

• Support implementation of adopted curricular materials |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$604,000	$238,000	$400,360
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries English and math lead salaries, substitutes, extra hours pay: $238,000	1000-1999: Certificated Personnel Salaries English and math lead salaries, substitutes, extra hours pay:

Amount		$48,124	$133,303
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits English and math lead salaries, substitutes,	3000-3999: Employee Benefits English and math lead salaries, substitutes, extra hours pay:
Amount		$1,612,946	$189,825
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Textbook adoption, social science; curricular materials for intervention/support classes: $1,612,946.	4000-4999: Books And Supplies Textbook adoption, social science; curricular materials for intervention/support classes
Amount		$71,250	$411,400
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Contracts	5800: Professional/Consulting Services And Operating Expenditures Contracts

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Train coaches in all district-wide initiatives • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum	2.1 Increase rigor in instruction and assessments; increase student engagement: • Continue fund instructional coaches to include the technology coach formerly identified in 2017-18 action 4 below). • Assign instructional coaches to perform lesson studies in the PD focus areas • Provide technology training that supports the PD focus areas	2.1 Increase rigor and quality interactions in classroom instruction: • Fund instructional coaching in English, ELD, reading, math, social science, science, special education, VPA and world languages at 5.0 FTE • Fund ELD Coordinator position at 1.0 FTE • Offer professional development related to rigor, quality interactions, language support, standards alignment and student engagement during Teacher Orientation Week, June Institute, afternoon PD, and all-staff PD days • Offer coaching related to rigor and quality interactions • Continue Instructional Rounds as professional development for administrators, teacher leaders, and partner districts. Collect and analyze data related to rigor, quality interactions, and language supports through instructional rounds to drive ongoing PD • Expand participation in professional learning opportunities for teachers in

		using technology tools to increase student engagement and personalization

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	557,000	$871,500	$1,198,200
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 Obj. Code 1901, 3000	1000-1999: Certificated Personnel Salaries 2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes	1000-1999: Certificated Personnel Salaries 2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes
Amount		$176,217	$122,930
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		$74,000	$89,500
Source		Base	Base
Budget Reference		4000-4999: Books And Supplies Materials and Supplies:	4000-4999: Books And Supplies Materials and Supplies: $89,500
Amount		$110,000	$227,500
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Contracts and conferences:	5000-5999: Services And Other Operating Expenditures Contracts and conferences: $227,500

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners • Train a minimum of 50 teachers • Train 100% instructional coaches • Send coaches, teachers and administrators to at least one Leadership Institute (6 staff members minimum)	Expand training and implementation of integrated ELD strategies including contract with EL Achieve for professional development and leadership training; supplies and materials; 1.0 FTE Instructional Coach position; sub pay; and certificated extra hours pay	3.1 Expand training and implementation of integrated ELD strategies • Continue to fund full-time instructional coach to oversee CM training, implementation, support and program evaluation • Train members of the English department, elective teachers, and math teachers • Expand participation in Implementation Support Cohorts and individual coaching cycles from 20% of CM participants to 50% of participants • Train eight teachers to be Secondary Constructing Meaning

		• certified lead teachers/apprentices • Expose 70-80% of SUHSD teaching staff to integrated ELD strategies through on-site PD and model lesson study

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000	$78,300	335,200
Source	Supplemental and Concentration	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 Consultant: $45,000, Substitutes: $38,000, Materials $15,000-Supplemental Concentration Grant 3.1 Obj. Code 1121, 3000, 4351, 5813	1000-1999: Certificated Personnel Salaries 3.1 Instructional coach and leadership salary and stipends: Substitutes:	1000-1999: Certificated Personnel Salaries 3.1 Instructional coach, leadership stipends and extra pay: substitutes:
Amount		$112,901	$45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	3000-3999: Employee Benefits	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	$15,000	$38,000	83,899
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies Materials and supplies:	4000-4999: Books And Supplies materials & supplies

Amount		$15,832	62,900
Source	Supplemental and Concentration	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	3000-3999: Employee Benefits	5800: Professional/Consulting Services And Operating Expenditures Conferences

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Increase rigor in CCSS curriculum and assessments: • Train at least 50% of staff on Webb's Depth of Knowledge (DOK)		

- Train at least 30% of staff on School City with assessment banks

4.2 Hire a .6 Instructional Technology Coach to work with at least

25% of staff to help them to create assessments to use in CCSS units

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$120,000	0	0
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries 4.1 Obj. Code 1901,3000 4.2 Obj Code 1901,3000		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Parent Engagement:
All schools will promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

On this year's Panorama survey, parents and guardians highest scores went to their experience that SUHSD is welcoming of them and provides many opportunities to be involved. However, they scored themselves the lowest on how much they actually choose to get involved.   To that end, this goal focuses on getting families to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

Family-School Relationship Survey Results (Fall 2018)
* Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - 4.4 / 5.0 (The school provides many opportunities)
* Family Engagement - The degree to which families become involved with and interact with their child's school - 2.3 / 5.0 (Families do not get involved)
* School Climate - Perceptions of the overall social and learning climate of the school - 3.8 / 5.0 (Parents perception is to some degree neutral)
* School Safety - Perception of student physical and psychological safety at school - 3.9 / 5.0 (Parents perception is somewhat high)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Functioning English Language Advisory Committees (ELAC)	100% of ELAC are established and ELAC members are trained on their role and responsibilities	100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Learner Advisory Committees (ELAC)	100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Learner Advisory Committees (ELAC)	100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Learner Advisory Committees (ELAC)
Number of parent meetings/events for all parents coordinated by Parent Teacher Student Association (PTSA) and ELAC	Number of events/meetings held at each school site-- establish baseline	1 event at each school site	Maintain - At least 1 event at each school site	Maintain - At least 1 event at each school site
Parent Project Offerings and participation	Parent participation rates and number of sessions offered: 2016-17 School year: 118 parents and 5 schools 2018-19 School year: 99 parents; 9 total sessions; all comprehensive schools + Redwood	Increase overall parent participation by 10% (130 parents), increase participation from Redwood to 10 parents, and at least 3 from Carlmont	2018-19 Actual: 84 total parents; 9 sessions (Fall and Spring); All comprehensive sites and Redwood	Increase parent participation (100 total parents) Offer two sessions at each of the participating sites. Offer two sessions at Carlmont HIgh School (English)
Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making	Establish Baseline	At least one parent of EL students	At least one parent of EL students	At least one parent of EL students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Committee, English Learner Advisory Committee)				
Panorama Family Relationships Survey: Barriers to Engagement District - Mean Score Family Engagement District - Mean Score	2017-18 Panorama Family Relationships Survey Results: Barriers to Engagement - 4.3 / 5 Family Engagement - 2.3 / 5		2018-19 Actuals: Barriers to Engagement - 4.4/ 5 (+.01) Family Engagement - 2.3 / 5 (no change)	Barriers to Engagement - at minimum increase by +0.1 (4.5 / 5) Family Engagement - increase by +1.2 (3.5/5)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Continue to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of English Learners, Foster Youth and/or Homeless. 1.2 District Parent Coordinator will facilitate/coordinate district-wide events/meetings such as: • Facilitate, support, assist District Parent Events: DELAC; 9th Transitional Meetings; Compass Parent Meetings; LCAP Parent Presentations; Migrant Parent Workshops; Migrant Parent Advisory Committee • Support implementation of LEA Plan and LCAP goals • Function as the district's Migrant Advocate/Parent Contact, provide Migrant Parent Workshops and facilitate Migrant Parent Advisory Committee Meetings	1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by: • Allocating funds for site Bilingual Parent Liaisons (BPL) • Revising and aligning roles and responsibilities of BPL and BRT • Monitoring the implementation of federal/state mandates and categorically funded parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.) 1.2 Fund personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services. 1.3 Assist sites in developing and implementing a site parent engagement plan that addresses and supports sites' needs as identified in their WASC/SPSA and also aligns with LCAP goals. Plan is to include all of that described below and be inclusive of state/federal mandates such as ELAC, SSC, PTSA, etc. Contents of Parent Engagement Plan: • Needs assessment • Data • Goals	1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by: • Allocating funds for site Bilingual Parent Liaisons (BPL) • Revising and aligning roles and responsibilities of BPL • Monitoring the implementation of federal/state mandates and categorical funded parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.) 1.2 This action is discontinued. 1.3 Assist sites in the implementation of their individual Site Parent Involvement Plan ensuring key stakeholders are made aware of and are encouraged to provide input with respect to the plan. In addition, support the parent liaisons in their efforts to align the Site Parent Involvement Plan with the site's SPSA/WASC goals as well as the district's LCAP goals, and finally supporting sites establish a budget for their Parent Involvement Plan. 1.4 Continue to facilitate monthly meetings with Site Bilingual Parent Liaisons for the purpose of encouraging and supporting the following activities:

- Attend monthly meetings with PTSA Presidents and District

Superintendent

1.3 District Parent Coordinator will facilitate monthly Site Bilingual Parent Liaison Meetings for the purpose of supporting with the following:

- Establishment of site ELACs and the training of ELAC

members

- Planning of combined PTSA/ELAC events (at least one)

Sharing relevant information from monthly meeting with

PTSA Presidents and District Superintendent

- Actions/services
- Timeline
- Budget/funding source
- Person(s) responsible

- Establishment of site ELACs and the training of ELAC members
- Planning and execution of combined PTSA/ELAC events (at least one per year)
- Sharing relevant information from monthly meeting with PTSA President

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	90,000	$450,000	$456,750
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 1.1 Salary/Benefits: $22,500- Migrant, $18,000- Title I, $49,500 Supplemental Concentration Grant 1.1 Obj. Code 2910, 3000	2000-2999: Classified Personnel Salaries 1.1 Bilingual Parent Liasions	2000-2999: Classified Personnel Salaries 1.1 Bilingual Parent Liaisons

Amount		$60,000	$0
Source	Supplemental and Concentration	Title I	
Budget Reference	3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 1.2 District Level support for Migrant/Unduplicated Students	1.2- Discontinued action
Amount	30,000	$127,080	$141,318
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.2 Materials/Supplies: $30,000-Supplemental Concentration Grant 1.2 Obj. Code 4351, 4352, 5711 1.3 N/A	3000-3999: Employee Benefits 1.1 Bilingual Parent Liasons	3000-3999: Employee Benefits 1.1 Bilingual Parent Liaisons
Amount		$12,132	$0
Source	Supplemental and Concentration	Title I	Not Applicable
Budget Reference	5700-5799: Transfers Of Direct Costs	3000-3999: Employee Benefits 1.2 District Level support for Migrant/Unduplicated Students	1.3 & 1.4

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Continue to support parents with parenting classes through the Parent Project. Offer two series (one in the Fall and one in the Spring) at each of the following schools • 1 Series at each school: Menlo-Atherton, Sequoia and Woodside • 1 Series for combined sites: Redwood, Carlmont and East Palo Alto Academy 3.2 Continue to contract for the SUHSD Parent Education Series	3.1 Continue to support Parent Project districtwide with site hosting two series per year. • Facilitators/Child Care-Benefits/Salary • Materials/Supplies ($50,000/Parent Project, $5,000/Compass) 3.2 Continue to contract for the SUHSD Parent Education Series	3.1 Continue to support Parent Project districtwide with sites hosting two series per year. ($75,000) • Facilitators/Child Care - Benefits/Salary • Materials/Supplies • Carlmont Parent Liaisons support (120 hr. per year - to coordinate series) • Additional hours for data collection/gathering (10 hrs per school per year) 3.2 Continue to contract for the SUHSD Parent Education Series ($60,000) New Actions: 3.3 Continue to support the Compass Summer Parent Workshop Series at each of the comprehensive sites. ($10,000 Title 1 - compensation) 3.4 Consider a district-wide leadership conference/workshops for parents and/or train graduates of the parent project to become facilitators (Volunteers). ($5,000 - Title I)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	45,000	$38,000	$45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 3.1 Materials/Supplies: $45,000 - Supplemental Concentration Grant 3.1 Obj. Code 2915, 3000, 4351, 4352	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 3.1 Parent Project
Amount		$12,000	$15,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies 3.1 Parent Project Expenses
Amount		$60,000	$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Locally Defined
Budget Reference	4000-4999: Books And Supplies	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures 3.2 Parent Education
Amount		$10,731	$15,000
Source		Supplemental and Concentration	Locally Defined
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits 3.1 Parent Project
Amount			$10,000
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries 3.3 Compass Parent Workshops

Amount			$5,000
Source			Title I
Budget Reference			5000-5999: Services And Other Operating Expenditures 3.3 Parent Leadership Conference

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Student Achievement - English Learners:
Provide an educational program where Long Term English Learners develop a sense of belonging feeling welcomed and empowered; experience success in all aspects of an education achieving proficiency of the English language, and graduating with a clear path to a post-secondary education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

SUHSD has identified the following needs related to English Learners and state priorities 2, 4 and 5.
- Students require access to California standards-aligned instructional materials [English Language Arts (ELA) and English Language Development (ELD)]
- Students need access to a comprehensive course of study (Integrated and Designated ELD)
- English Learner students need assistance achieving :

o English proficiency as measured by state assessment: English Language Proficiency Assessment for California (ELPAC)

o Academic proficiency as measured by state assessment: California Assessment of Student Performance and Progress (CASPP)

o Reclassification as measured by district's criteria

o Graduation requirements and graduating with cohort class

Supporting data used to identify needs:
- Instruction materials currently used for ELA/ELD courses are aligned to old ELD standards and are going out of print
- There is a need to refine/revise curriculum for language acquisition in the English Support classes
- There is a need to refine/revise the purpose and student population served in the English Support classes
- There is a need to revisit/revise and/or identify an English assessment that will support one of the four reclassification criteria
- 2017-18 SBAC Results--ELA & Math (11th Grade ELs in country 1+ years)

English Language Arts:
- -Met/Exceeded standards: Expected (20%), Actual (13.5%)
- -Nearly Met standards: Expected (35%), Actual (27.4%)

Math:
- -Met/Exceeded standards: Expected (35%), Actual (5.99%)
- -Nearly Met: Expected (25%), Actual (11.5%)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Progress Indicator (ELPI)- State Dashboard	Spring 2017 Baseline: Color (Orange), Level (Low- 65.6%), Status Change (Maintained- 0%)	Move Up: Color (Yellow), Level (Medium- 67.0%), Status Change (Increased- 1.4%) English Language Progress Indicator (ELPI)- State Dashboard	No ELPI was reported in 2018.	Re-establish Baseline.
English Language Proficiency Assessment of California (ELPAC)	Spring 2018- Baseline 2018 Summative ELPAC Results • -Total number of students tested: 976 • - Number/percent scoring	Increase rate making progress by 5% English Language Proficiency Assessment of California (ELPAC)	2019 Summative data has not been made available.	Increase rate of students making progress by 5% of 2019 Summative baseline data.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Overall Level 4: 196 (20.1%) • - Number/percent scoring Overall Level 3: 258 (26.4%) • - Number/percent scoring Overall Level 2: 195 (19.9%) • - Number/percent scoring Overall Level 1: 327 (33.5%)			
Percent of EL Reclassified	CDE 2016-17: 116 students--8.1% (inclusive of charter schools)--8.2% (CA, MA, RD, SQ, WD only)	Increase total number of EL reclassified by 10% (128 students) Percent of EL Reclassified	Expected: Increase total number of EL reclassified by 12% (130 students) California Department of Education: 2017-2018 DataQuest Actual: Inclusive of charter schools • -Total English Learners: 1,444 • -Number Reclassified: 123	Increase total number and percent of EL reclassified from previous year. Expected: Not including charter schools: 120 students or 12%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			• -Percent Reclassified: 8.5% Actual: Not including charter schools • -Total English Learners: 858 • -Number Reclassified: 94 • -Percent Reclassified: 10.9%	
Percent of EL Enrolled in English Support Courses	Eng. I & II Support EL Enrollment (10.1.16): • 9th Grade 32% of all 9th grade ELs • 10th Grade 19% of all 10th grade ELs	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 25% of all 9th grade ELs • 10th Grade 10% of all 10th grade ELs Percent of EL enrolled in English Support Courses	Actuals: Percent of ELs enrolled in English I or II Support classes as of 11.6.18. • - 9th Grade: 35% of 9th grade ELs enrolled in English I Support • -10th Grade: 21% of 10th grade ELs enrolled in English II Support	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 15% of all 9th grade ELs • 10th Grade 3% of all 10th grade ELs

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students Exiting Support Classes mid-year	17-18 Base Line 9th Grade - 42/97 (42.3%) 10th Grde - 10/66 (15.2%) Total Exiting English I and II Support - 52/163 (31.9%)	Baseline Established	Increase by 5% of 17-18 baseline Actuals: Fall 2018 - ELs Exiting Support Classes 9th grade - 8/107 (7.0%) 10th grade - 9/62 (14.5%) Total #ELs exiting English I and II Support - 17/169 (10.1%)	Increase the % of English Learners exiting support classes mid-year by 5% from previous year.
SBAC- ELA & Math (11th Grade ELs in country 1+ years)	ELA- English Learners: • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math): • Met/Exceeded: 5% • Nearly Met: 9%	ELA- English Learners: • Met/Exceeded: 10% • Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20% SBAC-ELA & Math (11th Grade ELs in country 1+ years)	2017-18 SBAC Results- ELA & Math (11th Grade ELs in country 1+ years) English Language Arts: • -Met/Exceeded standards: Expected (20%), Actual (13.5%) • -Nearly Met standards: Expected (35%), Actual (27.4%) Math: • -Met/Exceeded standards: Expected (35%), Actual (5.99%)	ELA- English Learners:: • Met/Exceeded: 20% • Nearly Met: 35% Mathematics (Math): • Met/Exceeded: 20% • Nearly Met: 30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			• -Nearly Met: Expected (25%), Actual (11.5%)	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Continue to fund Bilingual Resource Teacher at each site to support with all aspect involving English Learners: Federal/State Guidelines, Identification, Placement, Assessment/Monitoring,	1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student. 1.2 Moved to Action 2 below in this goal.	1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student. 1.2 Moved to Action 2 below in this goal.

English Language Development and Access to Core, Reclassification and RFEP Monitoring.

1.2 Provide Professional Development for ELD Teachers:
- EL Achieve: Advance SysELD Institute (3-Day): Contract
- Substitutes: 3 Days/12 Teachers

1.3 Offer SysELD Implementation Support (Teacher collaboration/Cohort Model)
- Cohort Stipend: $1,200 p/tchr X 12 tchr
- Cohort Facilitator/Coach Stipend: $1,200 X 3
- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-

 Total 18 Units @ $275 p/unit)

1.4 Hire .4 FTE District Bilingual Resource Teacher (BRT)
- ELD Curriculum Development & Assessment
- English Language Proficiency Assessment of California

 (ELPAC) Implementation Support

1.5 Continue and increase use of Ellevation: Data Management System for English Learners
- Annual Renewal
- Training

1.3 Moved to Action 2 below in this goal.

1.4 Continue to hire .4 FTE District BRT - Coordinating and supporting:
- ELPAC
- EL Monitoring Accountability

1.5 Continue and increase use of Ellevation:
- Annual License Fee + 2 days of training
- Train 100% of the teachers on Teacher Platform: How to

 identify and monitor ELs using the monitoring forms and the

 language proficiency levels.

1.6 Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (ex. Individual Learner Plans- students, SSC/WASC Goals, LCAP Goals, etc.)
- Quarterly Meetings
- Site EL Team
- District Leads

1.7 Combined with Action 2 below

1.8 Adopt new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit, and SSC/SDMC.

1.3 Moved to Action 2 below in this goal.

1.4 Continue to hire .2 FTE District BRT - Coordinating and supporting ELPAC

1.5 Continue and increase use of Ellevation:
- Annual License Fee + 1 day of training
- Train 100% of the teachers on Teacher Platform: How to identify and monitor ELs using the monitoring forms and the language proficiency levels.

1.6 Implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services (i.e. Site level EL Team Meetings for monitoring and reclassification).

1.7 Combined with Action 2 below

1.8 Adopt and implement new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit, and SSC/SDMC.

1.9 Continue to allocate funds to sites at an amount of $250 per EL students for supplemental services: Field Trips, Bilingual Instructional Aids, supplemental materials, extended day services.

1.6 Faciliate English Learner Quarterly Monitoring Meetings (Curriculum Rate - outside school day)
    • Teachers: 27 Total (12 ELD, 10 English Support, 5 BRTs)
    • 27 teacher X 8 hrs X $50 p/h
 	
1.7 Explore/Identify Primary Language Assessments for newcomers
 	
1.8 Revise EL Master Plan
 	
    • Teacher Collaboration: 2 BRTs X 10 hrs X $50 p/h
 	
1.9 Site Allocations: EL Support Funds ($200/student)
	1.9 Continue to allocate funds to sites at an amount of $200 per EL students for supplemental services: Field Trips, Bilingual Instructional Aids, supplemental materials, extended day services.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$624,000	$633,360
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1.1 $688,381 1.2 $12,150 1.3 $22,950 1.4 $56,000 1.6 $10,800 1.8 $1,000 1.9 $268,000 1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant 1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant 1.3 Materials: $4,950, Curriculum Rate: $18,000 - Supplemental Concentration Grant 1.4 Salary/Benefits: $42,000 - Supplemental Concentration Grant, $14,000- Title III, Immigrant 1.6 Curriculum Rate: $10,800 - Title I 1.8 Curriculum Rate: $1,000 - Supplemental Concentration Grant 1.9 EL Support Funds: $268,000 Supplemental Concentration Grant 1.1 Obj. Code 1901, 3000 1.2 Obj. Code 5807, 1121, 3000 1.3 Obj. Code 4310, 1906, 3000 1.4 Obj. Code 1101, 3000 1.5 Obj. Code 5813 1.6 Obj. Code 1906, 3000 1.7 Obj. Code 5813	1000-1999: Certificated Personnel Salaries 1.1 Site Level BRT - $564,000 1.4 District Level BRT - $60,000	1000-1999: Certificated Personnel Salaries 1.1 & 1.4 Site and District BRTs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Pilot Constructing Meaning Units to support LTELs in English Support Classes • Cost of Materials (2 sets of all 4 units @ $226 per unit) • Implementation Support (Teacher Collaboration): 2 tchr X 10 hrs X $50 p/h	Supporting Designated ELD/Curriculum and Instruction: 2.1 Continue to provide Designated ELD training as needed--Approximate numbers: • New ELD teachers (4) • District coaches (2) • English Support teachers (4--one per comprehensive site) • Support 2 teachers of ELD to become apprentices of SysELD • Send them to participate in EL Achieve--Leadership Institute for SysELD	Supporting Designated ELD/Curriculum and Instruction: 2.1 Continue to provide Designated ELD training as needed--Approximate numbers: • New ELD teachers (4) • District coaches (2) • English Support teachers (4--one per comprehensive site) • Support 2 teachers of ELD to become apprentices of SysELD • Send them to participate in EL Achieve--Leadership Institute for SysELD

	2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model) • Cohort Stipend: $1,200 p/teacher X 12 teacher • Cohort Facilitator/Coach Stipend: $1,200 X 3 2.3 Pilot/Adopt curriculum and assessments for ELD and English I-II Support • SysELD Units (6 sets of ELD Unit 1 for each ELD Level- Total 18 Units @ $275 per unit) • EL Achieve--English Units (4 sets per teacher) 2.4 Pilot Co-taught model for students performing at the ELD III level • 33% of ELD III students in core mainstream courses (2 sections per site)	2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model) • Cohort Stipend: $1,200 per teacher X 12 teacher • Cohort Facilitator/Coach Stipend: $1,200 X 3 2.3 Pilot/Adopt curriculum and assessments for ELD and English I-II Support • SysELD Units (6 sets of ELD Unit 1 for each ELD Level- Total 18 Units @ $275 per unit) • EL Achieve--English Units (4 sets per teacher) 2.4 Pilot Co-taught model for students performing at the ELD III level • 33% of ELD III students in core mainstream courses (2 sections per site) New Actions: 2.5 Support and empower Bilingual Instructional Aids to better serve and support EL students in the classroom. • Professional development (EL Achieve--Seminar for Paraprofessionals)

		• Release/Compensated collaboration time 2.6 Provide professional development for LEP teachers (i.e. Language proficiency levels, CM implementation support, etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	$10,000	$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2.1 Materials: $2,000--Title I, Curriculum Rate: $1,000--Supplemental Concentration Grant 2.1 Obj. Code 4310, 1906, 3000	5800: Professional/Consulting Services And Operating Expenditures 2.1 Designated ELD training--EL Achieve	5800: Professional/Consulting Services And Operating Expenditures 2.1 Designated ELD Training
Amount		$40,440	$18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits 2.2 Designated ELD Implementation Support	3000-3999: Employee Benefits 2.2 Designated ELD Implementation Support
Amount		$5,000	$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 2.3 ELD Curriculum and Assessments Pilot	4000-4999: Books And Supplies 2.3 ELD Curriculumn

Amount		$200,000	$200,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 2.4 Two Sections per School site @ $25,000 per section	1000-1999: Certificated Personnel Salaries 2.4 Two Sections per School site @ $25,000 per section
Amount			$3,000
Source			Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 2.5 PD for Bilingual Instructional Aids
Amount			$5,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries 2.6 PD for LEP Teachers

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Student Achievement-College & Career: Graduate students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

While District The District needs 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. Of particular concern are the District's large group of EL students whose more limited language acquisition often makes A-G completion a challenge. Currently, the percent of graduating seniors District-wide meeting A-G is 64%, up from the prior year's 57.9%. While this is a definite improvement, there is room for more growth, especially amongst the District's unduplicated groups. New State Dashboard criteria for the College and Career Readiness indicator is completion of a CTE capstone course with a C- or better, or completion of a dual enrollment course with a C- or better. This, in conjunction with feedback from our stakeholders during the LCAP engagement process, points to a need for the District to increase its CTE course offerings. The District currently has no students who graduate having completed a state-approved pathway, so no students are completing capstone courses. While the District offers some dual enrollment opportunities, they are limited to one or two sections at each comprehensive high school site and the morning courses taken by the District's Middle College students. 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 percentage of graduating seniors who have taken an AP/IB course is approximately 66.7%, up from 2016-17's 63.4%. The targeted subgroups percentages are also higher, but still fall below their peers. Through our Differentiated Assistance process, the Districtwide team identified heterogeneously grouping ninth graders in some classes as an action to put in place to improve the performance of our at-risk groups and enhance the learning outcomes for all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)	Class of 2016: 59.1%	Target: Increase the percent of "all" graduating seniors meeting A-G requirements by 3% of prior year. Actual: 17-18 A-G completion 64%, +6.1. from 2016-17	Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year.	Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year.
Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)	Class of 2016: • EL & RFEP Combined = 31.2% • Foster Youth = 20% • Homeless = 9.1%	Target: Increase the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year. Actual: 17-18 EL & RFEP A-G completion 31.1%, +3.3% from 2016-17 17-18 Foster Youth A-G completion 0%, -20% from 2016-17 17-18 Homeless A-G completion 15%, +6.7% from 2016-17	Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.	Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.
Percent of students exceeding Standards: ELA and Math Scores on CAASPP tests	CAASPP Scores 16-17: • ELA- 31% Exceeded Standards	Target: Increase the CAASPP scores in ELA and Math by 3% from baseline:	Increase the CAASPP scores in ELA and Math by 3% from prior year.	Increase the CAASPP scores in ELA and Math by 3% from prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Math – 24% Exceeded Standards	Actual: 2017-18 ELA: 37.3% exceeded standards, +5.8% from 2016-17 2017-18 Math: 26.9% exceeded standards, +2.9% from 2016-17		
Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone)	2017-18 CTE Pathway Rates Taking a CTE Introductory Pathway Course: 10.%3 Taking a Concentrator or Capstone Course: 12%	Baseline: Taking a CTE Introductory Pathway Course: 10.%3 Taking a Concentrator or Capstone Course: 12%	Baseline: Taking a CTE Concentrator or Capstone Course: 13.7% Taking a CTE Concentrator or Capstone Course: 8.3%	Increase by 3% from the prior year the percent of students taking • a CTE introductory pathway course. • a CTE concentrator pathway course • a CTE capstone pathway course
Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone)	2017-18 CTE Pathway Rates Baseline: Taking a CTE Concentrator or Capstone Course: 13.7%	Baseline: Taking a CTE Concentrator or Capstone Course: 13.7%	Increase by 3% from the prior year the percent of unduplicated subgroups taking	Increase by 3% from the prior year the percent of unduplicated subgroups taking

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Taking a CTE Concentrator or Capstone Course: 8.3%	Taking a CTE Concentrator or Capstone Course: 8.3%	- a CTE introductory pathway course - a CTE concentrator pathway course (which will in one year result in capstone course completion)	- a CTE introductory pathway course. - a CTE concentrator pathway course - a CTE capstone pathway course
Percent of graduating seniors taking at least one AP/IB class	Class of 2016: 62.8%	Target: Increase by 3% "all" graduating seniors taking at least one AP/IB course by 3% of prior year Actual: 68.6%, -5.1% from 2017	Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year	Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year
Percent of unduplicated subgroups of graduating seniors who have taken at least one AP/IB class	Class of 2016 - Hispanics/Latino: 49.6% - SED: 43.6% - FY/Homeless 12.5%	Target: Increase by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class Actual:	Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class	Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		• Hispanics/ Latino: 53.6%, +10.3% from 2017 • SED: 47.3%, +8.2% from 2017 • FY/Homeless 16.7%		
Percent of students who pass an AP/IB exam with a score of 3 or higher (New)	Class of 2016 AP/IB pass rates: 73.7%	Target: Increase over the prior year by 3% the number of students who pass at least one AP/IB exam • Actual: 68.6%, - 5.1% from 2017	Increase over the prior year by 3% the number of students who pass at least one AP/IB exam	Increase over the prior year by 3% the number of students who pass at least one AP/IB exam
Number of students who pass an AP exam with score of 3 or higher	2014-15 Rates from Data Quest: Number Total Tested 2,114 Percent of Total Tested Score 3 1,028 48.6% Score 4 1,010 47.8% Score 5 1,075 50.9%	No longer measuring and reporting in this manner.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Assessment Program Results	CAASPP Scores 16-17: ELA - 31% Exceeded Standards Math- 24% Exceeded Standards	Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 34%, +3% from 2017 • Math- 27%, +3% from 2017	Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 37% from 2018 • Math - 30% from 2018 • Math- 30%	Increase the CAASPP scores in ELA and Math by 3% from baseline: • ELA- 40% • Math- 33%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

The District's base program provides a broad course of study for all students.

In addition, the District will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to:

1.1 Support a College & Career Advisor (CCA) at each site

1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements

1.3 Align graduation requirements with courses that meet A-G subject area courses, as needed

1.4 Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)

1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites

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The District's base program provides a broad course of study for all students.

In addition, the District will ensure all students have access to a rigorous course of study such as A-G, CTE and IB/AP by continuing to:

1.1 Support a College & Career Advisor (CCA) at each site

1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements

1.3 . Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)

1.4 Meet with all students each semester to track their A-G, IB/AP and CTE participation and progress.

1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

1.7 Work towards all students having access to appropriate technology tools that enhance richer levels of learning

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The District will ensure all students have access to a rigorous course of study such as graduation, A-G, CTE and IB/AP by continuing to:

1.1 Support a College & Career Advisor (CCA) at each site

1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements

1.3 . Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)

1.4 Meet with all students each semester to track their A-G, IB/AP and CTE participation and progress.

1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed

1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

1.7 Work towards all students having access to appropriate technology tools that enhance richer levels of learning

1.8 Staff a Small Schools Executive Director of Innovation to facilitate ingenuity

| | 1.8 Staff a Small Schools Executive Director of Innovation to facilitate ingenuity in course offerings, school design and student engagement.

1.9 Pilot mainstream co-taught courses for ELD III level students

1.10 Open TIDE Academy with a schedule that will ensure students graduate high school with 15+ units of college credit completed and a CTE pathway | in course offerings, school design and student engagement

1.9 If successful in prior years, increase numbers of co-taught courses for ELD III level students

1.10 Continue at TIDE Academy a schedule that will ensure students graduate high school with 15+ units of college credit completed and CTE pathway

1.11 NEW ACTION Heterogeneously group students in freshman UC A-G science and Algebra Initiative sections. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,668,000	$3,421,000	$3,472,315
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000 1.7 $500,000 1.8 $0 1.9 $0 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.4 N/A 1.5 N/A 1.6 AVID Sections- Supplemental Concentration Grant 1.7 N/A 1.8 N/A 1.9 N/A 1.1 Obj. Code 1211, 3000 1.2 Obj. Code 1101, 3000 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Obj. Code 1101, 3000 1.7 N/A 1.8 N/A 1.9 N/A	1000-1999: Certificated Personnel Salaries 1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000 1.7 $315,000 1.8 $250,000 1.9 $188,000 1.10 No cost 1.1 Salary/Benefits: Base 1.2 Support Classes- Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Salary/Benefits: Base 1.7 Materials/Equipment 1.8 Salary/Benefits: Base 1.9 Salary/Benefits: Base 1.10 No Cost	1000-1999: Certificated Personnel Salaries 1.1 $507,500 1.2 $1,591,520 1.3 $0 1.4 $0 1.5 $0 1.6 $609,000 1.7 $319,725 1.8 $253,750 1.9 $190,820 1.10 No cost 1.11 No cost 1.2 Support Classes- Supplemental Concentration Grant 1.3 N/A 1.4 N/A 1.5 N/A 1.6 Salary/Benefits: 1.7 Materials/Equipment 1.9 Salary/Benefits: 1.10 No Cost 1.11 No Cost

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Continue to provide services to students who meet one or more of the 13 handicapping conditions and require special education services to access and make progress in instruction, preferably in general education. Also continue co-teaching practices for students whose IEPs indicate a need for this accommodation. 2.2 Establish a system to monitor student progress quarterly or at the end of each semester.	2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation. 2.2 Use established system to monitor student progress quarterly or at the end of each semester. 2.3 Continue to support instructional aids assisting in the push-in and pull out model. 2.4 Continue to support students with unique needs that cannot be met by	2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation. 2.2 Use established system to monitor student progress quarterly or at the end of each semester. 2.3 Continue to support instructional aides assisting in the push-in and pull out model. 2.4 Continue to support students with unique needs that cannot be met by

| | district service by providing instruction through the SMCOE.

2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.

2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs. | district service by providing instruction through the SMCOE.

2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.

2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs.

2.7 NEW ACTION Increase in-house options for some students currently in private placements to enhance their services. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,000,000	22,000,000	22,000,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A	1000-1999: Certificated Personnel Salaries 2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A	1000-1999: Certificated Personnel Salaries 2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000
Amount		$3,074,749	$3,074,749
Source	Base	AB602	AB602
Budget Reference	3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries classified	2000-2999: Classified Personnel Salaries 2.1 classified

Amount		$518,708	$597,280
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.4 SMCOE	5800: Professional/Consulting Services And Operating Expenditures 2.4 SMCOE
Amount		3,556,553	$3,905,870
Source		Special Education	Special Education
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.5 Non-Private Schools	5000-5999: Services And Other Operating Expenditures 2.5 Non Private School
Amount		$2,455,925	$2,455,925
Source		AB602	AB602
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.6 Transportation	5800: Professional/Consulting Services And Operating Expenditures 2.6 Transportation
Amount		$1,472,466	$1,472,466
Source		AB602	AB602
Budget Reference		3000-3999: Employee Benefits Classified	3000-3999: Employee Benefits classified
Amount		$72,745	$72,745
Source		AB602	AB602
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		$3,113,401	$3,113,401
Source		AB602	AB602
Budget Reference		3000-3999: Employee Benefits certificated	3000-3999: Employee Benefits CERTIFICATED

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES) 3.4 Migrant	Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES) 3.4 Migrant	Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES) 3.4 Migrant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$88,000	$88,000	$88,000
Source	Title I	Title I	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813
Amount	$110,000	$111,650	$113,325
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000	1000-1999: Certificated Personnel Salaries 3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000	1000-1999: Certificated Personnel Salaries 3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000
Amount		$22,576	$25,011
Source		Title I	Title I
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 6

Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences. (Formerly Goal 7)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

The most recent student survey data shows the majority of students feel physically and psychologically safe at school, and most feel they are valued members of the school community. Overall attendance rates have dropped slightly, but a minor improvement occurred in Special Education and Foster Youth attendance. Homeless, Foster Youth, and Special Education student attendance rates are still far behind the average overall attendance rate. The graduation rate between 2014-15 and prior 3-year average was increased by over 2%, although rates amongst African American and Pacific Islander students diminished significantly. Suspension and expulsion rates held steady overall, but increased in Pacific Islander students. Utilizing the SUHSD Dashboard, the percent of 9th graders earning 30+ credits after first semester increased in all student subgroups except Homeless (n=22). The percent of 10th graders earning 120+ credits after 10th grade increased in all student subgroups except Foster Youth (n=9). It is evident that there are identified needs to support traditionally underserved and unrepresented student subgroups including Foster Youth, Homeless, Pacific Islander, and African American students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facilities maintained in good repair	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report
New in 2017-18, Panorama Survey: valued members of the school community; physical and psychological safety at school.	2017-18 Baseline Results, 7,022 Student Survey Responses: Valued members of the school community 3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey Physical and psychological safety at school 3.9/5 resulting in 90th percentile of all national high schools completing the Panorama Survey	Baseline established 2017-18	7,000+ Students completed survey: Valued members of the school community 3.2/5 resulting in 50th percentile of all national high schools completing the Panorama Survey Physical and psychological safety at school 4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey	7,000+ Students completed survey: Valued members of the school community 3.3/5 resulting in 60th percentile of all national high schools completing the Panorama Survey Physical and psychological safety at school 4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey
Attendance Rates- (as measured by SUHSD Dashboard- ½ Day Partial/Full Day)	• All: 95.2% • SWD (Sped): 92% • SED (Low Income): 93.1% • EL/RFEP Combined: 93.3% • FY: 79%	2016-17 Attendance Rates are as follows: • All Students: 94.2% • Special Education: 93.3% • Socioeconomically Disadvantaged: 91.8%	2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows: • All Students: 94.5% • Special Education: 93.8%	2018-19 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows: • All Students: 94.7% • Special Education: 94.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Homeless: 85%	• EL & RFEP Combined: 91.5% • Foster Youth: 80.3% • Homeless: 84.2% Attendance rates have held relatively steady, with slight improvement in Special Education and Foster Youth subgroups.	• Socioeconomically Disadvantaged: 92.5% • EL & RFEP Combined: 92.5% • Foster Youth: 88.0% • Homeless: 88.0%	• Socioeconomically Disadvantaged: 93.0% • EL & RFEP Combined: 93.% • Foster Youth: 91.0% • Homeless: 91.0%
Chronic Absenteeism Rates as measured by the California Department of Education (DataQuest)	Baseline established 2017-18: • All Students: 15.4% • African American: 20.2% • Hispanic/Latino: 21.9% • Pacific Islander: 27.5% • Special Education: 26.1% • EL & RFEP: 28.2% • Foster Youth: 52.7% • Homeless: 52.5%	Baseline established 2017-18	All Students: 14.5% • African American: 18.0% • Hispanic/Latino: 19.0% • Pacific Islander: 24.0% • Special Education: 22.0% • EL & RFEP: 25.0% • Foster Youth: 38.0% • Homeless: 38.0%	All Students: 13.5% • African American: 15.0% • Hispanic/Latino: 16.0% • Pacific Islander: 20.0% • Special Education: 18.0% • EL & RFEP: 21.0% • Foster Youth: 32.0% • Homeless: 32.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates as measured by the California Department of Education (Dashboard)	Baseline established 2017-18: - All Students: 93.4% - African American: 78.9% - Hispanic/Latino: 88.6% - Pacific Islander: 82.9% - Special Education: 74.6% - EL & RFEP: 76.9% - Foster Youth: *% - Homeless: 78.8%	Baseline established 2017-18	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.
Suspension rates as measured by the California Department of Education (Dashboard)	2016-17 suspension rates are as follows: - All Students: 4.4% - African American: 9.5% - Hispanic/Latino: 6.5% - Pacific Islander: 10.1% - Special Education: 10.1% - EL & RFEP: 8.8%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. - All Students: <4.5% - African American: <14.1% - Hispanic/Latino: <7.7%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. - All Students: <4.0% - African American: <12% - Hispanic/Latino: <7%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup compared to baseline. - All Students: <3.5% - African American: <10% - Hispanic/Latino: <5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Foster Youth: 21.4% • Homeless: 6.1%	• Pacific Islander: <10.2% • Special Education: <10.7% • EL & RFEP: <8.3% • Foster Youth: <16.4% Homeless: <12.2%	• Pacific Islander: <9% • Special Education: <10% • EL & RFEP: <8% • Foster Youth: <16% Homeless: <12%	• Pacific Islander: <7% • Special Education: <8% • EL & RFEP: <5% • Foster Youth: <12% Homeless: <10%
Number of Expulsions as measured by the California Department of Education (Dashboard)	In 2016-17, the total number of expelled students was 22.	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline. • At minimum < 22 total expulsions	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline • At minimum < 18 total expulsions	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline • At minimum < 15 total expulsions
Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard	2016-17 9th grade students earning 30+ credits after first semester: • All Students: 86% • African American: 75.8% • Hispanic/Latino: 79.2%	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• Pacific Islander: 73.6% • Special Education: 75.5% • EL & RFEP: 78.3% • Foster Youth: 40% • Homeless: 46.7%	• At minimum: 9th grade students earning 30+ credits > 86%	• At minimum: 9th grade students earning 30+ credits > 88%	• At minimum: 9th grade students earning 30+ credits > 90%
Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard	2015-16 10th grade students earning 120+ credits after second semester • All Students: 77.8% • African American: 61.5% • Hispanic/Latino: 64.7% • Pacific Islander: unk% • Special Education: 61.6% • EL & RFEP: 62.9% • Foster Youth: 66.7% • Homeless: 31.6%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline. • At minimum: percent of 10th grade students earning 120 credits > 78%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline. • At minimum percent of 10th grade students earning 120 credits > 80%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline. • At minimum percent of 10th grade students earning 120 credits > 82%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates as measured by the SUHSD District Dashboard	Class of 2016: Cohort Graduation Rate =79% • Af. Am. = 59.2% • Latino = 73.7% • Pac Island. = 50.8% • Spec Ed = 62.9% • EL = 70.5% • Foster = 50% • Homeless = 50%	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	This measurement tool has been changed. See the above metric and associated measurement tool.	This measurement tool has been changed. See the above metric and associated measurement tool.
Suspension rates as measured by the SUHSD Dashboard	2015-16 Suspension Rate - 4.9% • Af. Am. = 14.1% • Latino = 7.7% • Pac Island. = 10.2% • Spec Ed = 10.7% • EL & RFEP = 8.3% • Foster = 16.4% • Homeless = 12.2%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. • All Students- <4.5% • Af. Am. <14.1% • Latino < 7.7% • Pac Island. < 10.2% • Spec Ed <10.7% • EL & RFEP < 8.3% • Foster < 16.4% • Homeless < 12.2%	This measurement tool has been changed. See the above metric and associated measurement tool.	This measurement tool has been changed. See the above metric and associated measurement tool.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Expulsions as measured by the SUHSD Dashboard	2015-16 Number of Expulsions = 28 • Af. Am. = 3 • Latino = 18 • Pac Island. = 1 • Spec Ed = 4 • EL & RFEP = 19 • Foster = 0 • Homeless = 0	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. • At minimum <25 total expulsions	This measurement tool has been changed. See the above metric and associated measurement tool.	This measurement tool has been changed. See the above metric and associated measurement tool.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 District base program ensures clean and safe facilities for all students	1.1 District base program ensures clean and safe facilities for all students	1.1 District base program ensures clean and safe facilities for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,824,315	$9,423,580	$9,564,933
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1.1 Obj. Code 2230, 2240, 3000	2000-2999: Classified Personnel Salaries 1.1 Obj. Code 2230, 2240, 3000	2000-2999: Classified Personnel Salaries 1.1 Obj. Code 2230, 2240, 3000
Amount		$2,661,219	$2,959,390
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Support the development of a two-week SEL (social-emotional learning) mental health curriculum to be delivered to all 9th grade students through Life Skills classes and targeted at-risk students (Redwood)

2.2 Introduce Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue and further develop a neuroscience of addiction curriculum for 9th grade students

2.4 Broaden the outreach for parent education, particularly to the families of at-risk students.

2.5 Continue to explore the Multi-tiered Systems of Support (Tiers 1 – 3) for student behavior and mental health intervention and support through the district Discipline Committee | 2.1 Finish evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement.

2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue and further develop neuroscience of addiction curriculum for 9th grade students, analyze expansion into upper grades.

2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.

2.5 Continue to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be piloted.

2.6 Continue to explore/investigate systems to support attendance monitoring that align with the tiered system of interventions the Discipline Task Force will be defining and implementing | 2.1 Modify existing mental health curricula for use in Life Skills classes and targeted at-risk students and expand as necessary.

2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)

2.3 Continue neuroscience of addiction curriculum for 9th grade students. Complete analysis of expanding neuroscience of addiction curriculum for upper grades and pilot.

2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.

2.5 Continue to improve Tier I interventions (and explore Tier II) and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension/Expulsion program, with partnership, to be implemented.

2.6 Implement a comprehensive districtwide attendance monitoring and response system that is based on a tiered system of interventions |

		2.7 Explore multi-tiered system of support for student behavior and mental health supports and services. Identify need for specific intervention staff and appropriate model(s).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$40,600	$41,209
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000	1000-1999: Certificated Personnel Salaries 2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000	1000-1999: Certificated Personnel Salaries 2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000
Amount		$8,209	$9,095
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Amount	$13,000	$13,000	$13,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant 2.2 Obj. Code 5813 2.4 Obj. Code 5813
Amount		$80,000	$54,400
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.6 - Attendance: Supplemental Concentration Grant	5000-5999: Services And Other Operating Expenditures 2.6 - Attendance: Supplemental Concentration Grant
Amount		0	$100,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.5 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant	5800: Professional/Consulting Services And Operating Expenditures 2.5 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant 2.7 Explore multi-tiered system of support for student behavior and mental health supports and services. Identify need for specific intervention staff and appropriate model(s).

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) 3.2 Team Ascent (Incoming 9th graders) 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access 3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students	Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access	Evaluate the current programs for "at risk" students and modify as needed: 3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating. 3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access

3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, to include Adult School	3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students. Increase number of Pacific Islander students participating. 3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, to include Adult School	3.4 Sequoia Aspirations Program (SAAP) for identified/targeted "at risk" 9th and 10th grade students. Increase number of Pacific Islander students participating. 3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher) 3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension 3.7 Support dual enrollment options for SUHSD students, to include Adult School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,442,416	$1,542,416	$1,320,407
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.7 $20,000 3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000	1000-1999: Certificated Personnel Salaries 3.1 $101,500 3.3 $511,373 3.4 $433,484 3.5 $253,750 3.7 $20,300 3.1 Compass: Supplemental Concentration Grant 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: $433,484 Supplemental Concentration Grant, 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant 3.1 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000

Amount			$145,145
Source			Title I
Budget Reference	2000-2999: Classified Personnel Salaries		1000-1999: Certificated Personnel Salaries 3.2 Team Ascent: Title I 3.2 Obj. Code 1907, 2107, 3000
Amount		$332,097	$367,587
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits 3.4 Action Item Local Donations
Amount	$100,000	$100,000	$100,000
Source		Supplemental and Concentration	Other
Budget Reference	3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901	1000-1999: Certificated Personnel Salaries 3.4 SAAP Benefits/Salary: $425,600 Supplemental Concentration Grant, $100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901	3.4 SAAP Benefits/Salary:$100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901

Amount	$57,000	$57,000	$57,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 7

Provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. (Formerly Goal 8.)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Nationally, foster youth demonstrate a lack of educational achievement. Due to factors that are out of their control, they are most at-risk of not graduating. In an attempt to address this issue, under Assembly Bill (AB) 490, foster youth are entitled to educational rights such as immediate enrollment, the right to remain at their school of origin, the earning of partial credits, access to the broad course of study at a comprehensive school, etc.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment Numbers of FY	100%	100% enrolled promptly and appropriately Enrollment Numbers of FY	100% enrolled promptly and appropriately	100% enrolled promptly and appropriately
Number of School Records forwarded/requested within 2 business days	100%	100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer	100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer	100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Number of School Records forwarded/requested within 2 business days		
Type of Support Services accessed by FY	Identify and track services accessed by foster youth throughout the year	Establish Baseline type of support services accessed by foster youth	75% of foster youth students access at least one service throughout the year.	Ensure that 80% of foster youth students access at least one service throughout the year.
Percent of teachers, administrators and key personnel receiving Professional Development on FY needs	Establish baseline	Ensure that 100% of administrators and a to be established baseline of percent of teachers and other key personnel receive training on the needs and resources available for foster youth	Ensure that 100% of administrators and a 20% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth	Ensure that 100% of administrators and a 30% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Identify staff to support implementation of systems and protocols that will result in the desired outcomes. 1.2 Refine district protocol to ensure that as foster youth students transfer in they are: • Enrolled promptly • Placed in appropriate classes • Provided with list of services available on campus and districtwide 1.3 Establish partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services, etc: to establish clear processes so key parties are: • Notified when a student is transferring in or out of our district so that check out grades and appropriate credits are in	1.1 Fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes 1.2 Combined with 1.1 1.3, 1.5, 1.4, 1.5, 1.6 and 1.7 Incorporated into Action 2 1.4 Is now Action 3	1.1 Continue to fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes

place for a smooth student transition

1.4 Develop and provide comprehensive training and resources for foster youth specific staff at the school site and district level, as well as more generalized professional development opportunities for all educators and administrators on foster care and/or the impact of trauma on learning.

1.5 Continue to participate in meetings/events related to foster youth:
- SMCOE Foster Youth Administrative Council
- SMCOE Foster Youth District Liaisons Meetings
- CA Foster Youth Education Summit (1 admin and 1 staff

 from each site and district office - total 10 people)

1.6 Implement Foster Focus (data management system for foster youth) district-wide and train site Administrators overseeing foster youth on how to use it.

1.7 Continue to refine protocols for supporting students placed in residential homes temporarily with transportation to and from school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$90,000	$120,000	$121,800
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries 1.1 $45,000 (Coordinator & .1 FTE) 1.1 General Fund $30,000; Title I $15,000 1.1 Salaries/Benefits Obj. codes 1321, 3000	1000-1999: Certificated Personnel Salaries 1.1 Attendance/Wellness Coordinator	1000-1999: Certificated Personnel Salaries 1.1 Attendance/Wellness Coordinator
Amount	$15,500	$80,000	$81,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures 1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none	2000-2999: Classified Personnel Salaries 1.1 Support Staff (Attendance/Wellness Office)	2000-2999: Classified Personnel Salaries 1.1 Support Staff (Attendance/Wellness Office)
Amount		$24,264	$26,881
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits certificated	3000-3999: Employee Benefits certificated
Amount		$22,592	$25,123
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits classified	3000-3999: Employee Benefits classified

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Foster Youth	LEA-wide	All Schools

Actions/Services

	New Action	Unchanged Action
	2.1 Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district 2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students 2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters	2.1 Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district 2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students 2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters

Budgeted Expenditures

Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.2 Data Management System-Tracking of FY	5000-5999: Services And Other Operating Expenditures 2.2 Data Management System
Amount		$10,000	$10,000
Source		Title I	Title I
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.3 Bus Passes	5800: Professional/Consulting Services And Operating Expenditures 2.3 Bus Passes and Other Transportation
Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.3 District Transportation	5800: Professional/Consulting Services And Operating Expenditures 2.3 District Transportation

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Foster Youth	LEA-wide	All Schools

Actions/Services

	New Action	Modified Action
	3.1 Develop an exploratory collaborative team between the SUHSD, neighboring	3.1 Expand collaborative team within SUHSD for the purpose of identifying the

	districts and feeder schools (RWC SD, Ravenswood, Carlmont feeders, Woodside feeders, etc.), the county, and community resources (i.e., B&G Club, etc.) for the purpose of identifying the needs of and providing support to FY and Homeless students. Make sure the collaborative team gets on relevant listservs and contact lists to be invited to events and PD opportunities. Provide the following staff development opportunities: • Track One: Specific to foster youth and homeless students • Track Two: Bi-Annual and district-wide mental health intensive • Track Three: Voluntary program for general certificated and classified staff 3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students	needs of and providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.). 3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students

Budgeted Expenditures

Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 3.1 Professional Development	5800: Professional/Consulting Services And Operating Expenditures 3.1 Professional Development
Amount		$1,500	$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 3.1 Release/Compensated Time	1000-1999: Certificated Personnel Salaries 3.1 Release/Compensated Time
Amount		$1,500	$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries 3.1 Release/Compensated Time	2000-2999: Classified Personnel Salaries 3.1 Release/Compensated Time
Amount		$5,000	$5,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures 3.2 Conferences/workshops/Meetings	5000-5999: Services And Other Operating Expenditures 3.2 Conferences/workshops/meetings
Amount		$1,715	$1,878
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits 3.1 Release/Compensated Time	3000-3999: Employee Benefits 3.1 Release/Compensated Time

Action 4

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

Foster Youth	LEA-wide	All Schools

Actions/Services

		New Action
		4.1 Provide personal computing devices (Chromebooks) for all Foster Youth students across the district. Investigate internet access at home; if none, provide LTE connectability or hot spot.

Budgeted Expenditures

Amount			$10,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies 4.1 Supplies for foster youth

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5,924,500	7.37%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

INCREASE/IMPROVEMENT IN SERVICES for Unduplicated Pupils as compared to what is provided for "all" students:

The following services were identified to support and increase the academic performance of foster youth:

Goal 7 is strictly focused on supporting foster youth. The purpose for having such a focused goal is to ensure our foster youth are not forgotten and have access to a public education as per their rights. Thus, the actions and services identified in the LCAP are to ensure foster youth are not just promptly and appropriately enrolled but that they are provided with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. To ensure this happens, the following actions/services have been identified for an estimated cost of $44,878.

- Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district
- Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students
- Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters
- Expand collaborative team within SUHSD for the purpose of identifying the needs of and providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.).
- Participate in local, county and state trainings on addressing the needs of FY/Homeless students

- Provide personal computing devices (Chromebooks) for all Foster Youth students across the district. Investigate internet access at home; if none, provide LTE connectability or hot spot.

The following services were identified to support and increase the academic performance of English Learners:

Goal 4 is strictly focused on supporting English Learners, especially Long Term English Learners. Having this goal allows us to ensure we focus on and work towards meeting the needs of these students. Thus, the following are a few of the actions that have been identified to support this goal for an estimated cost of $1,466,175.

- Continue to support BRTs. Revisit/revise current formula used to identify amount per student.
- Continue to hire .2 FTE District BRT - Coordinating and supporting ELPAC
- Continue and increase use of Ellevation: Annual License Fee + 1 day of training; Train 100% of the teachers on Teacher Platform
- Implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (i.e. Site level EL Team Meetings for monitoring and reclassification)
- Adopt and implement new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit and SSC/SDMC.
- Continue to allocate funds to sites at an amount of $250 per EL students for supplemental services: field trips, Bilingual Instructional Aids, supplemental materials, extended day services.
- Explore and consider ways to support newly enrolled students identified as English Learners, have little or no primary language schooling, have experienced trauma, may or may not be considered an unaccompanied youth (i.e. Newcomer Center, Extended Day/Year Program, Floating Teacher, etc.)
- Establish and implement a program to support students on the cusp of achieving reclassification (i.e. Summer RFEP Boot Camp, Saturday RFEP Academy, etc.)
- Continue to support teachers and students through curriculum, instruction and professional development focused on Designated ELD: Provide SysELD Implementation; Language assessments for ELD placement
- Provide professional development for Bilingual Instructional Aids to better serve and support EL students in the classroom.
- Provide professional development for LEP teachers (i.e. Language proficiency levels; CM implementation support, etc.)

Additional actions/services and estimated costs identified to support English Learners are the following:
- Increase numbers of co-taught courses for ELD III level students (Goal 5) - $200,000
- Allocating funds for site Bilingual Parent Liaisons (Goal 3) - $598,068

The following services were identified to support and increase the academic performance of Low Income Students:

- Most, if not all, of our unduplicated pupils are low income. Thus, all of the actions and services identified, especially those in Goal 7, are designed to increase and/or improve services for unduplicated pupils. The same is true of the action/services in Goal 3.

The following district-wide actions/services were identified for all students and principally directed to support unduplicated student groups. Effective use of funds, alternative services, and supporting research were elements taken into consideration when identifying such actions/services. (See LCAP Attachment A at the end of this document.)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5,553,503	7.17%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

INCREASE/IMPROVEMENT IN SERVICES for Unduplicated Pupils as compared to what is provided for "all" students:

The following services were identified to support and increase the academic performance of foster youth:

Goal 7 is strictly focused on supporting foster youth. The purpose for having such a focused goal is to ensure our foster youth are not forgotten and have access to a public education as per their rights. Thus, the actions and services identified in the LCAP are to ensure foster youth are not just promptly and appropriately enrolled but that they are provided with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. To ensure this happens, the following actions/services have been identified for an estimated cost of $32,000:

- Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district.

- Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district.
- Explore current and new data management systems (i.e. Foster Focus, DataZone, Health Master, etc.) for tracking and documentation of FY and Homeless students.
- Continue to provide transportation to / from school to FY and Homeless students placed temporarily in residential homes and shelters.
- Develop an exploratory collaborative team between the SUHSD, neighboring districts and feeder schools, the county, and community resources.
- Participate in local, county, and state training on addressing the needs of FY/Homeless students.

The following services were identified to support and increase the academic performance of English Learners:

Goal 4 is strictly focused on supporting English Learners, especially Long Term English Learners. Having this goal allows us to ensure we focus on and work towards meeting the needs of these students. Thus, the following are a few of the actions that have been identified to support this goal for an estimated cost of $1,092,200:
- Continue to support BRTs. Revisit/revise current formula used to identify amount per student.
- Continue to hire .4 FTE District BRT- Coordinating and supporting: ELPAC and EL Monitoring Accountability
- Continue with Ellevation- EL Data Management System: Annual License Fee + Professional Development for all teachers
- Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of the programs/services. (Individual Learner Plans-students, SSC/WASC Goals, LCAP Goals, etc.)
- Adopt new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit and SSC/SDMC.
- Continue to allocate funds to sites at an amount of $200 per EL student for supplemental services.
- Continue to provide Designated ELD training as needed
- Send teachers to participate in EL Achieve--Leadership Institute for SysELD (Designated ELD)
- Provide Designated ELD Implementation Support (Teacher collaboration/Cohort Model)
- Pilot/Adopt curriculum and assessments for ELD and English I-II Support
- Pilot Co-taught model for students performing at the ELD III level

Additional actions/services and estimated costs identified to support English Learners are the following:
- Expand training and implementation of integrated ELD strategies (Goal 2) - $576,201
- Continue to support Bilingual Parent Liaisons at each of the sites (Goal 3) - $450,000

The following services were identified to support and increase the academic performance of Low Income Students:

- Most, if not all, of our unduplicated pupils are low income. Thus, all of the actions and services identified, especially those in Goal 7, are designed to increase and/or improve services for unduplicated pupils. The same is true of the action/services in Goal 3.

The following district-wide actions/services were identified for all students and principally directed to support unduplicated student groups. Effective use of funds, alternative services, and supporting research were elements taken into consideration when identifying such actions/services. (See LCAP Attachment A at the end of this document.)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$2,777,351	3.66%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

INCREASE/IMPROVEMENT IN SERVICES for Unduplicated Pupils as compared to what is provided for "all" students:

The following services were identified to support and increase the academic performance of foster youth:

Goal 7 is strictly focused on supporting Foster Youth. The purpose for having such a focused goal is to ensure our foster youth are not forgotten and have access to a public education as per their rights. Thus, the actions and services identified in the LCAP are such to ensure foster youth are not just promptly and appropriately enrolled but that they are also issued the appropriate amount of credits earned. To ensure this happens, the following was identified:
- Establishing a partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services which will support our efforts. (Goal 7, Action 1.3, $2,500)

- Develop and provide comprehensive training and resources for foster youth specific staff at the school sites and district level, as well as more generalized professional development opportunities

for all educators and administrators on foster care and/or the impact of trauma on learning. This will increase awareness amongst staff members, especially teachers, of the needs of foster youth and

how to address those needs. (Goal 7, Action 1.4, $4,500).

The following services were identified to support and increase the academic performance of English Learners:

Goal 4 is strictly focused on supporting English Learners, especially Long Term English Learners. Having this goal allows us to ensure we focus on and work towards meeting the needs of these students. Thus, the following are a few of the actions that have been identified to support this goal:

- Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners. This will assist teachers in developing and delivering lessons that will include tools to best meet

the needs of Long Term English Learners. (Goal 2, Action 3.1, $100,000)

- Provide follow up support in the form of professional development for ELD Teachers by providing them with a 3-Day Institute as well as time to collaborate in curriculum development/lesson planning

and/or analyzing student work.

These actions and services will help ELD teachers refine their craft in teaching ELD. (Goal 4, Action 1.2 $12,150, Action 1.3 $22,950)

- Hire 0.4 Full Time Employee (FTE) Bilingual Resource Teacher at the District to support with the implementation of English Language Proficiency Assessment of California (ELPAC) district-wide and support ELD Teachers with

curriculum and instruction. The addition of this staff member will help ensure that teachers, students, and parents become aware of the new exam and its significance to the overall achievement of students and reclassification. In

addition, it will assist teachers with follow up support in the classroom. (Goal 4, Action 1.4, $56,000)

- Establish/Implement systems to assist with the continuous monitoring of the academic progress of EL through the use of a data management system such as Ellevation and hold quarterly meetings with teachers of ELs. This will

ensure the Bilingual Resource Teachers are kept always aware of how the students are doing and progressing in their core classes, when they are ready for reclassification, and/or when they are in need of additional support or

immediate intervention. (Goal 4, Action 1.1, $570,256, Action 1.5, $20,000, Action 1.6, $10,800)

- Revise and update the district's EL Master Plan and consider piloting Constructing Meaning Units in one or two English I support classes. This will ensure all key parties are aware of the policies and procedures that must be in

place, as well as provide teachers with research based curriculum to ensure the academic success of English Learners. (Goal 4, Action 1.8 $1,000, Action 2.1 $3,000)

- Continue to allocate additional funds to sites for additional support in the area of curriculum and instruction for English Learners. This assists schools with additional staff during and/or after school hours, as well as tutoring or

other means of direct services to students. Goal 4, Action 1.9 $268,000)

- Identify and purchase assessments in Spanish to use with newcomer ELs. This will help school sites measure the students' literacy skills in their primary language. The scores can then assist with proper placement and identify

resources for additional support. Goal 4, Action 1.7, $5,000)

The following services were identified to support and increase the academic performance of Low Income Students:

Most, if not all, of our unduplicated pupils are low income. Thus, all of the actions and services identified, especially those in Goal 7, support this subgroup. However, specifically speaking, the following has been identified as a service to promote and increase the academic support of low income students:

- Provide professional development for teachers around Growth Mindset and scaffolding strategies, as well as equip them with supplemental materials that will assist them in providing "access" to rigorous curriculum to our

traditionally underrepresented students in AP/IB courses. This will ensure low income students feel welcome and have a sense of belonging in these classes. (Goal 6, Action 2.1 $10,000)

The following districtwide actions/services were identified for all students and principally directed to support unduplicated student groups. Effective use of funds, alternative services, and supporting research were elements taken into consideration when identifying such actions/services.

LCAP GOAL 1

ACTION/SERVICES AND COST: 3.1 & 3.2 New Teacher support and training for principals ($10,000)

PRINCIPALLY DIRECTED: The identified means of support and training for principals will be principally directed to support the unduplicated pupils across the district.

EFFECTIVE USE OF FUNDS: Human Resources will work with the Professional Development department to identify means by which to support new teachers to the district in efforts to ensure they acclimate well and succeed. In addition, training our principals on how to support struggling teachers will assist them in recognizing early if and when a teacher might need support to ensure they do well and are asked to return for a second year and ultimately become part of the staff. It will help retain teachers, especially teachers whose demographics mirror those of our school district

RESEARCH: Research shows that beginning teachers need all the support they can get in order to "make sure beginning teachers don't just survive but also become competent and effective—and stay in the profession". (Linda Darling Hammond, Educational Leadership, May 2012, Volume 69, Number 8, pp. 18-23). For that reason, we ensure our new teachers, especially those new to the profession, consider and participate in our teacher induction program. Keep this in mind, our intent is to provide similar trainings and/or workshops to our administrators in efforts to increase the support to our new teachers from simply providing coaches/mentors at the district level, but by also demonstrating to them that their own administrators know how to support them. Furthermore, the Project on the Next Generation Teachers has performed many studies in which they have identified factors that affect teacher morale which then leads to retention. They also found that a principal can address some of these factors and thus empower new teachers to succeed. After all, new teachers "lack the expertise that can only come with experience" (National Association of Elementary School Principals, Principal- November/December 2006, pp. 34-39) of which a principal has plenty.

The idea to provide principals with training/tools to support new teachers came from the realization that with a shortage of teachers in California, we have a need to ensure the teachers we hire are not only highly effective but that they have a great experience in our district and choose to stay upon clearing their credential.

LCAP GOAL 3

ACTION/SERVICES AND COST: 1.1, 1.2 &1.3 Hire 1 FTE District Parent Coordinator and Parent Engagement Activities ($130,000)

PRINCIPALLY DIRECTED: Continue to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of unduplicated students.

EFFECTIVE USE OF FUNDS: The district parent coordinator will facilitate/coordinate district-wide events/meetings such as: DELAC, 9th Grade Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations, Migrant Parent Workshops, and Migrant Parent Advisory Committee. In addition, the coordinator will also function as the district's Migrant Advocate/Parent Contact, provide Migrant Parent Workshops and facilitate Migrant Parent Advisory Committee Meetings. The Parent Coordinator will be the bridge between the PTSA and the site ELAC, and will also support Site Bilingual Parent Liaisons in the planning/coordination of site events for parents with emphasis on parents of unduplicated students.

RESEARCH: Research continues to identify an active parent in a child's education as a key factor in the child's academic success. Yet many parents, especially parents of immigrant students, do not know how to navigate the school system nor how to advocate for their own child. Thus, it is important for us to ensure our parents are given the tools to support their child in all aspects of the school system. To do this, we find it important to continue to fund a District Parent Coordinator that will bridge the gap between our community and schools and will support parents.

ACTION/SERVICES AND COST: 3.1 Parent Project ($45,000)

PRINCIPALLY DIRECTED: Continue to support parents, especially parents of unduplicated students (low income) with parenting classes through the Parent Project.

EFFECTIVE USE OF FUNDS: The parent project has been well received and proved to be successful last year. For those reasons, the plan is to offer a total of 8 parent project series during the school year. Four will take place in the fall semester and the other four in the spring semester. This will double the number of sessions offered, thus increasing the number of parents of unduplicated students that will be supported.

RESEARCH: The Parent Project was first identified as a possible training for our families in 2014-15. While we knew of it, we were unfamiliar with the impact it would have on our families. This project has been in existence for over 28 years and has worked with over ½ million parents. The program is based on the experiences of the families that have struggled with out-of-control children. They pride themselves in being able to work with and help families through any situation regardless of its difficulty level. They offer two programs: Loving Solutions and Changing Destructive Adolescent Behavior, both of which we will use in our series.

Parent Project website: https://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior

LCAP GOAL 5

ACTION/SERVICES AND COST: 1.2 Support Classes ($1,568,000)

PRINCIPALLY DIRECTED: Continue to provide support classes in Math and English Language Arts for students in need of additional support in meeting graduation and A-G requirements, with services principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By providing support classes in the areas of English Language Arts and mathematics, all students have an opportunity to receive additional support in areas where they might have gaps and/or the need to improve their skills in those two areas. Of the percent of students that need such support classes, the majority are among one of the subgroups that count for unduplicated. Thus, such services while available for all students, will principally affect our unduplicated group.

RESEARCH: Studies show that, with additional supports, students who have previously struggled to keep up with their peers in college prep courses can experience success. In the Department of Education's 2010 National Evaluation of Student Support Services, prepared by Bradford W. Chaney, one finds a national example of the difference that academic support can make for under-achieving students. The study found that, "The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes. This finding was consistent across all measures of academic outcomes and all types of statistical models… the continuous measures of SSS participation showed positive and statistically significant effects for each of the outcome measures." While the federal program Student Support Services (SSS) serves college students, the premise of giving students additional academic support for their courses is the same. The District has found that, with the implementation of support classes, there has been a substantial rise in the number of struggling students able to complete the high school program.

In addition, one of the guiding principles of the support classes is that they are smaller in size than our regular, mainstream courses. As Baker, B. D., Farrie, D. and Sciarra, D. G. found in their 2016 ETS Research study Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gaps, "…ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Although it is certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this… Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention; that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers."

ACTION/SERVICES AND COST: 1.6 AVID Sections ($600,000)

PRINCIPALLY DIRECTED: Supporting an AVID program at each of the comprehensive sites will provide services principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By continuing to support the AVID program at each of the comprehensive sites, we are supporting underrepresented students. In our district the majority of underrepresented students are low income students, English Learners, and/or reclassified English Proficient students. The AVID programs for over a decade continue to prove to be effective for the graduate. 100% of the AVID students, with over 95% of them meeting A-G requirements, apply and are accepted to four-year universities. Thus, it behooves us to continue with this program and work on increasing not only our annual enrollment rates, but our retention rates as well.

RESEARCH: The AVID program has been in existence for over a decade in our district, and it has grown throughout the years. On average we offer a total of 32 sections, eight at each of our comprehensive schools. While the overall enrollment has maintained steady for the past three years, approximately 9% of our total population, we continue to see an increase in the percent of students who graduate, meet the A-G requirements, and go on to college after high school. Some of the statistics of the 2016 Graduating Class are as follows:

- Graduated on time (99%)
- Completed A-G requirements (98%)
- Took SAT and/or ACT (99%)
- Took at least one AP/IB exam (73%)

Furthermore, with respect to social economic and ethnicity data, 53% of AVID students are Hispanic/Latino compared to 31% district-wide, and 47% of AVID students qualify for the Free/Reduced Meal Plan compared to 20% district-wide. This demonstrates that in our district, the AVID program is servicing low income and underrepresented students. Thus, we agree to continue funding and supporting it.

RESOURCES:
- "The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students", The School Community Journal, 23(1), 203-222.
- "The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth", Washington, DC: American Youth Policy Forum and Pathways to College Network. Martinez, M. & Klopott, S. (2005).

LCAP GOAL 6

ACTION/SERVICES AND COST: 1.2 Equal Opportunity Schools (EOS) ($46,000)

PRINCIPALLY DIRECTED: The mission and purpose of EOS is to assist schools in increasing the participation of underrepresented students in AP/IB courses. At SUHSD, EOS services will be principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: The district's goal to ensure all students, especially underrepresented students, have access to and enroll in at least one AP/IB course is aligned to EOS mission. Thus, partnering with them once again will continue to increase the district's participation of unduplicated students in such courses. Furthermore, it will highlight the mindset the district embraces with respect to "achievement for all" regardless of gender, ethnicity, and/or social status.

RESEARCH: In their June, 2013 Education Trust research study Finding America's Missing AP and IB Students, by Christina Theokas and Reid Saaris, it is stated, "We know that the strongest predictor of whether a student will achieve success in college is whether she had a rich and rigorous course of study in high school. Substantially reducing the gaps that help push so many black, brown, and poor people to the margins of American life is not only about lifting the results of our lowest performing youngsters. It requires eliminating the "high-end opportunity gap," ensuring all students, regardless of race and class, participate equally in a rigorous course of study that leads to college." To that end, the District has used EOS to help us identify students who are prepared for but being overlooked in AP/IB placements.

LCAP GOAL 7

ACTION/SERVICES AND COST: 2.1 Social Emotional Learning (SEL) ($25,000)

PRINCIPALLY DIRECTED: Develop a two-week Social Emotional Learning (SEL) mental health curriculum to be delivered to all 9th grade students through Life Skills and principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: SEL lessons will enhance the current Life Skills curriculum and empower students to establish and maintain positive relationships, make responsible decisions, as well as recognize and manage emotions effectively. As a result, students will feel connected to school, will have a desire to learn and succeed in school. Thus, 9th grade attendance rates will improve and suspensions/expulsion rates will decrease.

RESEARCH: Acknowledge Alliance in Los Altos, formerly known as the Cleo Eulau Center, provides services to K-12 schools in the areas of lifelong resilience, social emotional wellness and academic success. It's foundation stems from their belief that a child is bound to succeed despite any adversities when he/she has an adult in his/her life that cares for and most importantly believes in him/her. As an organization, they work with schools by providing services in the form of one to one as well as group therapy for students, classroom lessons and presentations, as well as professional development for educators.

Understanding what social emotional learning is, ability to recognize and manage emotions, control behaviors, and understand how behaviors impact others is key in the development of and success of adolescence. Thus, the district will work with Acknowledge Alliance in the development of a two week SEL curriculum consisting of lessons that will foster resiliency, empathy, friendship, communication, problem solving, teamwork, decision making, and more.

http://www.acknowledgealliance.org/services/

ACTION/SERVICES AND COST: 2.3 Kognito Training ($3,000)

PRINCIPALLY DIRECTED: The Kognito's Friend2Friend training will be principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By introducing Kognito's Friend2Friend training to all 9th grade students through Life Skills, students will build skills through role-playing conversations online. And through those conversations they will:
- increase their awareness of mental wellness
- be able to identify a peer who might be suffering and/or considering suicide
- learn ways as to how to approach friends in need
- learn how to refer students for support
- be able to decrease stigma and correct misconceptions about mental health disorders
- be aware of support and resources available to students

RESEARCH: Kognito is a New York City-based simulation company focused on social, emotional, and physical health. Friend2Friend is one of several simulations/programs they offer. They create digital learning experiences for many audiences including educators, students, and parents. Their work is rooted in the science of learning, social cognition, and behavior change with a strong integration of interactive technologies. Its current impact and outreach include over 500 clients in education, government, healthcare, and nonprofit organizations, and over 200,000 users in K-12 education system. Its mission is to empower all individuals to lead real-life conversations that will measurably improve social, emotional, and physical health. Its approach combines the science of learning, the art of conversation, and the power of gaming technology, which is a main reason for which the districts believes it is well received by students. https://kognito.com/

ACTION/SERVICES AND COST: 2.4 Neuroscience of Addiction (NOA) ($15,000)

PRINCIPALLY DIRECTED: Continue to further develop curriculum on "Neuroscience of Addiction" prevention for use with ninth grade courses and provide support principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: The NOA curriculum was successfully piloted with ~420 students across the district in the fall of 2016. Both pre- and post-surveys were administered, the results of which are compiled in a Qualtrix data analysis program. At each school site, classroom observations and student focus groups were conducted and teacher feedback was elicited. Based on both teacher and student feedback, the curriculum will be further developed and will be offered to between 800-900 students in the 2017-18 school year, both in 9th grade Life Skills classes and to targeted groups of unduplicated students. Teachers and staff will receive professional development training in the fall.

RESEARCH: The SUHSD California Healthy Kids Survey data from 2014-15 shows that current alcohol or drug use is 20% in grade 9, 39% in grade 11, and 56% with non-traditional students (which includes some of our unduplicated students). Given this data, in combination with the Student Needs Assessment Survey data from Sequoia High School, our district wants to ensure that students are receiving impactful Alcohol, Tobacco, and Other Drug (ATOD) prevention education, and in particular that we are focused on reaching our unduplicated students. The Neuroscience of Addiction (NOA) prevention curriculum is based on Dr. Alex Stalcup's original curriculum, which has been approved by the California Healthy Kids Resource Library. The prevention program is an in-classroom curriculum, five days, 50 minutes per day. Based on teacher feedback, plans for 2017-18 include expanding the program to six days. Data collection and evaluation has been critical for the pilot (e.g. student pre/post-surveys, classroom observations, teacher surveys, and student focus groups), and will require continued funding in 2017-18. Allocation of funding for video and program enhancements will be required, as well as for ongoing teacher PD and the annual distribution of teacher and student binders. Additional plans for 2017-18 include a parent education component, including a version for Spanish-speaking parents/guardians, and a middle school outreach program for at-risk students that will be led by high school peer educators.

ACTION/SERVICES AND COST: 2.5 Parent Outreach ($10,000)

PRINCIPALLY DIRECTED: Parent outreach efforts will be principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: Establishing a plan of action for parent outreach that is focused on and strategically targeting parents of "at-risk" and/or unduplicated students will enable the SAAP and District Parent Coordinators to align their efforts and reach more parents. It will also result in an increase of parents of such groups participating in school/district events such as Back to School Night, Parent Project, and/or other informational family events. In addition, it will increase participation of unduplicated students in afterschool programs, tutoring services, and/or clubs.

RESEARCH: In the National Education Association's 2002 Research Spotlight on Parental Involvement in Education they found that "regardless of family income or background, students with involved parents are more likely to:
- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school

- Graduate and go on to postsecondary education"

The District's Parent Outreach work is a response to these findings, empowering hundreds of parents each year to be involved in their student's school.

ACTION/SERVICES AND COST: 3.1 Compass Summer Program ($100,000)

PRINCIPALLY DIRECTED: The services available through the district's summer program, Compass, while designed for all incoming 9th graders who qualify, are principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: The Compass program is designed to assist incoming 9th grade students with their transition into high school. It is a four week program that provides incoming 9th grade students with an opportunity to familiarize themselves with the high school campus, as well as take enrichment or intervention classes that will prepare them for the 9th grade. This will support the district's goal to increase the percent of students earning 30+ credits at the end of the first semester and 60+ credits by the end of the 9th grade school year.

RESEARCH: William Whittaker writes in his 2016 Hechinger article Summer Learning Loss Widens the Achievement Gap: "Most students celebrate being out of school for the summer, but hitting pause on learning and structure for just a few months can have big consequences. Evidence shows that high-quality summer learning programs set students up for success in school, in college, and in life. This is especially true for low–income, minority students." The District's Compass program works to provide high-quality summer learning programs for our most at-risk incoming students.

ACTION/SERVICES AND COST: 3.3 Summer School ($503,816)

PRINCIPALLY DIRECTED: Summer school offerings are principally directed to unduplicated students.

EFFECTIVE USE OF FUNDS: By continuing to provide summer school, students in need to recover credits, advance in content courses, and/or improve their grade in A-G courses have an opportunity to do so. This will increase the percent of students on track to graduation, meeting A-G requirements, and/or accelerating their path to postsecondary education.

RESEARCH: In their 2009 Summer Learning: Moving from the Periphery to the Core, B. McLaughlin and J. Smink find, "Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students." For both remediation and advancement, the District uses summer school to halt summer learning loss.

ACTION/SERVICES AND COST: 3.4 SAAP Coordinators ($525,600)

PRINCIPALLY DIRECTED: The Student Aspirations Advocate Program Coordinator will work with and provide support to principally directed 9th and 10th grade unduplicated students identified for the program.

EFFECTIVE USE OF FUNDS: By continuing to fund and support the SAAP program at each of the comprehensive sites, the percent of students meeting and achieving a minimum of a 2.0 GPA, obtaining 60+ and 120+ credits at the end of their 9th or 10th grade will increase. In addition, the attendance rates will increase while suspension/expulsion rates will decrease.

RESEARCH: In their 2000 article The Potential Role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents, researchers Sharon R. Beier, MD; Walter D. Rosenfeld, MD; Kenneth C. Spitalny, MD concluded that "Adolescents with mentors were significantly less likely to participate in 4 of the 5 measured risk behaviors: ever carrying a weapon (odds ratio, 0.41; P=.01), illicit drug use in the past 30 days (odds ratio, 0.44;P=.01), smoking more than 5 cigarettes per day (odds ratio, 0.54; P=.05), and sex with more than 1 partner in the past 6 months (odds ratio, 0.56;P=.05)." SAAP Coordinators work to produce similar results (as well as academic guidance) for our most at-risk students.

ACTION/SERVICES AND COST: 3.5 Independent Studies ($250,000)

PRINCIPALLY DIRECTED: The independent studies teachers will provide support to principally directed students for whom the traditional high school setting has not meet their needs.

EFFECTIVE USE OF FUNDS: By providing the option of Independent Studies, students who struggle in a large comprehensive high school setting and/or need one-to-one sessions with a highly qualified teacher will have the opportunity to apply and enroll in such a program, thus increasing their chances at meeting graduation requirements. This will increase the graduation rates as well as the A-G completion rates. For some students, it will accelerate their path to a post-secondary education.

RESEARCH: For some students who cannot attend traditional school, independent study is viable option. The District's independent study program has provided a home for many students. Their graduation and college attrition rates are high, and the District believes that is because we have adhered to the California Education Department's guidelines, listed on their website as Elements of Exemplary Independent Study:

1. "Local education agency (LEA) support

2. Teacher quality. Independent study teachers meet at least the same professional requirements as classroom-based teachers.

3. Student admission to, and support in, independent study. Schools appropriately assess each student's potential to be successful in independent study.

4. Standards-aligned curriculum and materials. Courses and materials are aligned to state content standards, and textbooks are those most recently adopted by the State Board of Education or, in the case of high school, by the LEA.

5. Assessment of student academic achievement. Teachers and administrators understand that assessment is an integral, vital element in educational delivery. As part of the ongoing assessment of student achievement by highly qualified and committed teachers, a student-level data system is utilized, and student academic progress and achievement are frequently assessed.

6.   School leadership. The school principal is knowledgeable about independent study and is effective in maintaining support for independent study as a valued and high quality option within the LEA.

7. The school culture is positive and supportive and contributes to student achievement.

8. The school is accredited through WASC.

9. The school's courses have been approved to meet the University of California and California State University's A-G subject requirements.

10. If not all courses can be offered through independent study, provision is made for students to take needed classes through other means, including in the classroom at the comprehensive schools, at community colleges, or through online learning.

11. It is a legally compliant program"

ACTION/SERVICES AND COST: 3.6 Acknowledge Alliance ($57,000)

PRINCIPALLY DIRECTED: Acknowledge Alliance will provide counseling services principally directed to unduplicated students facing adversity, transitioning back to public education from Court and Community Schools.

EFFECTIVE USE OF FUNDS: By partnering with Acknowledge Alliance, all students transitioning from Court and Community Schools back into one of the district's comprehensive or continuation high school will receive counseling services. The teens will then gain

insight on how their experiences affect their feelings, thoughts, and hence their behavior. They will also learn how to manage and respond to their emotions, become empowered to advocate for themselves, and how to do it properly. The counseling and support systems will also allow teens to learn coping skills, to overcome adversity, and to work around obstacles that might keep them from achieving graduation. The teens will feel connected to school, will have compassion for themselves, and will have hope for a new and bright future.

RESEARCH: Based in Los Altos,Acknowledge Alliance has been providing services to schools and districts in the San Francisco area since 1994. Its purpose is to build school connectedness and positive relationships between students and educators, and its mission is to "promote the lifelong resilience in children and youth by strengthening the caring capacity of the adults who influence their lives". http://www.acknowledgealliance.org/about

Acknowledge Alliance helps at-risk teens who are expelled from their public school and are attending Court and Community Schools. They help the students by providing counseling service while in such school, as well as when they transition back to their public school. In addition, they provide resources on campus.

In 2016, Acknowledge Alliance worked with over 300 students in 20 schools and eight districts, one of which was the Sequoia Union High School District. It recorded over 2900 hours in individual counseling sessions and another 1000 in group sessions.

For all the above reasons, SUHSD continues to partner with Acknowledge Alliance.

ACTION/SERVICES AND COST: 3.7 Adult School ($20,000)

PRINCIPALLY DIRECTED: Adult School offerings will provide principally directed support to unduplicated students concurrently enrolled in one of our comprehensive high schools in need of recovering credits in specific content courses or looking for different means to obtain a high school diploma.

EFFECTIVE USE OF FUNDS: Providing different means of receiving a high school diploma as well as recovering credits for meeting graduation requirements is essential for success for whom the traditional educational system is not proving to be 100% successful. Concurrent enrollment in Adult School will increase the number of students recovering content course credits and meeting graduation requirements. In addition, providing Adult School as an option will ensure students, whose needs are not being met through a comprehensive high school, continue their education and succeed at obtaining a high school diploma.

RESEARCH: With many adult immigrants in our community, continued education in the form of Adult School is an especially important offering for our District to provide. The caliber of Adult School that we offer is outlined in Carolyn Young's 2013 article Five Critical Elements of Any Adult Education Program:

1. "Institutional Commitment

2. Program Relevance and Diversity

3. Excellence in Educational Experience

4. Partnerships

5. Accessibility"

These fundamental components are embraced by our District.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> > **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

> For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

> For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

> > - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

> > - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

> > - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

> > **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

    A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

    B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

    C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

    A. The implementation of state board adopted academic content and performance standards for all students, which are:

        a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

        b. Mathematics – CCSS for Mathematics

        c. English Language Development (ELD)

        d. Career Technical Education

        e. Health Education Content Standards

        f. History-Social Science

        g. Model School Library Standards

        h. Physical Education Model Content Standards

        i. Next Generation Science Standards

        j. Visual and Performing Arts

        k. World Language; and

    B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

    A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

    B. How the school district will promote parental participation in programs for unduplicated pupils; and

    C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

    A. Statewide assessments;

    B. The Academic Performance Index;

    C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

    D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

    E. The English learner reclassification rate;

    F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

    G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

    A. School attendance rates;

    B. Chronic absenteeism rates;

    C. Middle school dropout rates;

    D. High school dropout rates; and

    E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
  A. Pupil suspension rates;
  B. Pupil expulsion rates; and
  C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
  A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
  B. Programs and services developed and provided to unduplicated pupils; and
  C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
  A. Working with the county child welfare agency to minimize changes in school placement
  B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
  C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
  D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
  A. Local priority goals; and
  B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
        (B) The total number of students in the cohort.
        (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
        (A) The number of students who either graduated as grade 11 students or who earned any of the following:
        (i) a regular high school diploma
        (ii) a High School Equivalency Certificate
        (iii) an adult education diploma
        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
        (B) The number of students in the DASS graduation cohort.
        (C) Divide (1) by (2).

(d) "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).

(e) "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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	137,315,696.00	117,824,446.14	100,396,192.00	137,315,696.00	139,980,543.00	377,692,431.00
	57,000.00	228,601.00	190,000.00	0.00	0.00	190,000.00
AB602	10,189,286.00	8,058,831.00	0.00	10,189,286.00	10,189,286.00	20,378,572.00
Base	115,066,943.00	98,618,670.95	95,356,976.00	115,066,943.00	117,379,792.00	327,803,711.00
Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	0.00	0.00	0.00	75,000.00	75,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	122,300.00	281,372.00	122,300.00	122,300.00	222,300.00	466,900.00
Special Education	3,556,553.00	3,428,488.00	0.00	3,556,553.00	3,905,870.00	7,462,423.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	7,874,819.00	6,820,879.19	4,528,916.00	7,931,819.00	7,641,177.00	20,101,912.00
Title I	321,358.00	260,167.00	198,000.00	321,358.00	413,481.00	932,839.00
Title III	127,437.00	127,437.00	0.00	127,437.00	153,637.00	281,074.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	137,315,696.00	117,824,446.14	100,396,192.00	137,315,696.00	139,980,543.00	377,692,431.00
	0.00	127,483.00	105,000.00	0.00	100,000.00	205,000.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	230,200.00	0.00	0.00	230,200.00	230,200.00	460,400.00
1000-1999: Certificated Personnel Salaries	92,733,477.00	74,260,843.00	89,991,077.00	92,733,477.00	94,262,124.00	276,986,678.00
2000-2999: Classified Personnel Salaries	13,067,829.00	11,790,907.00	9,959,315.00	13,067,829.00	13,237,132.00	36,264,276.00
3000-3999: Employee Benefits	22,165,862.00	23,599,246.19	0.00	22,165,862.00	23,377,543.00	45,543,405.00
4000-4999: Books And Supplies	1,814,691.00	2,471,023.95	45,000.00	1,814,691.00	510,969.00	2,370,660.00
5000-5999: Services And Other Operating Expenditures	3,874,853.00	4,399,379.00	137,800.00	3,874,853.00	4,385,070.00	8,397,723.00
5800: Professional/Consulting Services And Operating Expenditures	3,428,784.00	300,913.00	158,000.00	3,428,784.00	3,877,505.00	7,464,289.00
7000-7439: Other Outgo	0.00	644,451.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	230,200.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	137,315,696.00	117,824,446.14	100,396,192.00	137,315,696.00	139,980,543.00	377,692,431.00
		0.00	0.00	100,000.00	0.00	0.00	100,000.00
	AB602	0.00	127,483.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	5,000.00	0.00	0.00	5,000.00
	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	100,000.00	100,000.00
0000: Unrestricted	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	230,200.00	0.00	0.00	230,200.00	230,200.00	460,400.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	90,000.00	0.00	0.00	90,000.00
1000-1999: Certificated Personnel Salaries	Base	86,373,161.00	69,458,123.00	85,527,661.00	86,373,161.00	88,066,826.00	259,967,648.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	6,064,666.00	4,560,893.00	4,263,416.00	6,064,666.00	5,810,968.00	16,139,050.00
1000-1999: Certificated Personnel Salaries	Title I	171,650.00	117,827.00	110,000.00	171,650.00	258,470.00	540,120.00
1000-1999: Certificated Personnel Salaries	Title III	124,000.00	124,000.00	0.00	124,000.00	125,860.00	249,860.00
2000-2999: Classified Personnel Salaries	AB602	3,074,749.00	2,700,424.00	0.00	3,074,749.00	3,074,749.00	6,149,498.00
2000-2999: Classified Personnel Salaries	Base	9,423,580.00	6,957,415.00	9,824,315.00	9,423,580.00	9,564,933.00	28,812,828.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	1,667,514.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	569,500.00	422,792.00	135,000.00	569,500.00	587,450.00	1,291,950.00
2000-2999: Classified Personnel Salaries	Title I	0.00	42,762.00	0.00	0.00	10,000.00	10,000.00

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
2000-2999: Classified Personnel Salaries	Title III	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits		0.00	228,601.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	AB602	4,585,867.00	1,280,924.00	0.00	4,585,867.00	4,585,867.00	9,171,734.00
3000-3999: Employee Benefits	Base	16,845,298.00	19,900,256.00	0.00	16,845,298.00	17,990,729.00	34,836,027.00
3000-3999: Employee Benefits	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Locally Defined	0.00	0.00	0.00	0.00	15,000.00	15,000.00
3000-3999: Employee Benefits	Special Education	0.00	1,116,523.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	696,552.00	1,024,262.19	0.00	696,552.00	733,159.00	1,429,711.00
3000-3999: Employee Benefits	Title I	34,708.00	45,243.00	0.00	34,708.00	25,011.00	59,719.00
3000-3999: Employee Benefits	Title III	3,437.00	3,437.00	0.00	3,437.00	27,777.00	31,214.00
4000-4999: Books And Supplies	AB602	72,745.00	0.00	0.00	72,745.00	72,745.00	145,490.00
4000-4999: Books And Supplies	Base	1,724,946.00	2,191,641.95	0.00	1,724,946.00	413,224.00	2,138,170.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	17,000.00	274,479.00	45,000.00	17,000.00	25,000.00	87,000.00
4000-4999: Books And Supplies	Title I	0.00	4,903.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	AB602	0.00	3,950,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5000-5999: Services And Other Operating Expenditures	Base	110,000.00	111,235.00	0.00	110,000.00	227,500.00	337,500.00
5000-5999: Services And Other Operating Expenditures	Locally Defined	0.00	0.00	0.00	0.00	60,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Other	122,300.00	0.00	122,300.00	122,300.00	122,300.00	366,900.00
5000-5999: Services And Other Operating Expenditures	Special Education	3,556,553.00	0.00	0.00	3,556,553.00	3,905,870.00	7,462,423.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	86,000.00	297,253.00	15,500.00	86,000.00	64,400.00	165,900.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	40,891.00	0.00	0.00	5,000.00	5,000.00
5800: Professional/Consulting Services And Operating Expenditures		57,000.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	AB602	2,455,925.00	0.00	0.00	2,455,925.00	2,455,925.00	4,911,850.00
5800: Professional/Consulting Services And Operating Expenditures	Base	589,958.00	0.00	0.00	589,958.00	1,116,580.00	1,706,538.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	281,372.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	210,901.00	11,000.00	70,000.00	267,901.00	190,000.00	527,901.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	115,000.00	8,541.00	88,000.00	115,000.00	115,000.00	318,000.00
7000-7439: Other Outgo	Special Education	0.00	644,451.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	77,263,957.00	63,850,087.00	62,383,961.00	77,263,957.00	79,043,148.00	218,691,066.00
Goal 2	3,447,070.00	4,098,394.95	1,396,000.00	3,447,070.00	3,300,017.00	8,143,087.00
Goal 3	769,943.00	510,312.00	165,000.00	769,943.00	748,068.00	1,683,011.00
Goal 4	1,387,261.00	1,384,025.00	3,000.00	1,387,261.00	1,466,175.00	2,856,436.00
Goal 5	39,907,773.00	36,994,353.00	24,866,000.00	39,907,773.00	40,391,087.00	105,164,860.00
Goal 6	14,258,121.00	10,630,137.99	11,476,731.00	14,258,121.00	14,732,166.00	40,467,018.00
Goal 7	281,571.00	357,136.20	105,500.00	281,571.00	299,882.00	686,953.00
Goal 8	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

	Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					