

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO: Board of Trustees

DATE: June 10, 2015

FROM: James Lianides,
SuperintendentSUBJECT: Personnel Recommendations
for June 10, 2015
Board MeetingEmployment – Certificated

Dominguez	Connie	C	Guidance Counselor	1.0 fte	08/06/15	Tenured
Donaldson	Cynthia	M	Mathematics	.4 fte	08/13/15	E.C. 44920
Farr	JC	M	Administrative Vice Principal	1.0 fte	07/01/15	
Javid	Ava	S	Science	1.0 fte	08/13/15	Probationary 2
Larson	Jennifer	D	Education Specialist	1.0 fte	08/13/15	Probationary 1
Martin	Nancy	C	Education Specialist/Drama	.6 fte	08/13/15	Probationary 2
Mehta	Jayanthi	W	Education Specialist	.28 fte	08/13/15	Probationary 1
Seremet	Andrea	C	Social Science	1.0 fte	08/13/15	Probationary 2
Sundstrom	Alison	M	English/Drama	.6 fte	08/13/15	E.C. 44920
Sundstrom	Alison	M	English/Drama	.4 fte	08/13/15	E.C. 44909

Notice of Termination-Certificated

Coulombe	Kevin	M	Science	Resignation	1.0 fte	06/05/15
Hawthorne	Katherine	W	Social Science	Resignation	1.0 fte	06/05/15
Horgan	Ashley	S	Science	Resignation	1.0 fte	06/05/15
Kaplan	Lindsey	S	Education Specialist	Resignation	1.0 fte	06/05/15
O'Donnell	Brooke	C	Education Specialist	Resignation	1.0 fte	06/05/15
Perkins	Jana	D	Teacher – TIP's	Retirement	1.0 fte	06/05/15
Vakali	Niloofar	W	Mathematics	Resignation	1.0 fte	06/05/15

Approved Requests for Leave of Absence for the 2015-16 School Year

Coleman	Karol-Ann	S	Education Specialist	100% Leave	Section 9.1.1-(A-6)
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Certificated Staff hired for Summer School 2015

Name	Site	Name	Site	Name	Site
Alvarez	Adele	W	Howard	Kayla	S
Andrews	Matthew	E	Huffman	Danielle	M
Bansal	Shweta	M	Kim	Michael	W
Bradbury	Cassia	M	Kirk	Scott	M
Calles	Julio	S	Kruse-Silva	Georgianna	C
Carson	Jennafer	M	Larson	Jennifer	D
Choe	Susie	M	Molieri	Mike	M
Dilley	Adrian	S	Mullane	Devon	R
Farris	Cameron	S	Nunez	Laura	E
Gibbs	Valerie	R	Otsuka	Lisa	M
Gomez	Julieta	W	Riley	Caitlin	S
				Rosario	Jose
				Shelley	Dylan
				Skaines	Melissa
				Skillin	Adili
				Ton-Tho	Te
				Ventura	Ana
				Vergara	Sarah
				Voisard	Chris
				Wade	Carolyn
				Wong	Bobby
				Zarcone	Karin

David Reilly, Assistant Superintendent

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO:	Board of Trustees	DATE:	June 10, 2015
FROM:	James Lianides, Superintendent	SUBJECT:	Personnel Recommendations for June 10, 2015 Board Meeting

Employment – Classified

Alvarez	Gonzalo	M	Campus Security Aide	Temp	1.0 fte	06/04/15
DeKom	Justin	D	Reprographics Tech I	Temp	0.5 fte	06/15/15
Dillon	Antonio	M	Campus Security Aide	Temp	1.0 fte	06/04/15
Fleck	Karlie	C	Inclusion Aide/SCIA	Temp	1.0 fte	08/15/15
Fogel	Nick	M	Campus Security Aide	Temp	1.0 fte	06/04/15
Frias	Carlos	M	Custodian	Temp	1.0 fte	06/01/15
Garcia	Nayeli	C	Inclusion Aide/SCIA	Temp	1.0 fte	08/15/15
Gonzalez	Jonathan	S	Inclusion Aide/SCIA	Temp	1.0 fte	05/20/15
Guardado	Marvin	T	IA II	Probationary	1.0 fte	08/18/15
Gursky	Matthew	D	Student Worker	Student	0.5 fte	05/01/15
Gutierrez	Leticia	M	Guidance Info. Spec.	Probationary	1.0 fte	08/01/15
Henry	Steven	M	Campus Security Aide	Temp	1.0 fte	06/04/15
Hinestroza	Cynthia	D	Interpreter/Translator	Temp	1.0 fte	07/01/15
Hollander	Michael	D	Inclusion Aide Sub	Temp	1.0 fte	04/29/15
Iniguez	Maria	D	Interpreter/Translator	Retiree	1.0 fte	07/01/15
Levant	Melissa	C	Office Assistant	Temp	1.0 fte	08/12/15
Piowowski	Donald	D	Inclusion Aide Sub	Temp	1.0 fte	04/29/15
Rasor	Nina	C	Sr. Office Assist.	Temp	1.0 fte	08/01/15
Rivas	Erika	D	Interpreter/Translator	Temp	1.0 fte	07/01/15
Santos Patino	Ricardo	D	Student Worker	Student	0.5 fte	05/01/15
Sherman	Serene	C	Student Worker	Student	0.5 fte	06/08/15
Sowers	Mary Lynn	D	Office Assistant/SPED	Retiree	1.0 fte	04/09/15
Sy	Pauline	C	Student Worker	Student	0.5 fte	06/09/15
Taberas	Ricardo	M	Campus Security Aide	Temp	1.0 fte	06/04/15
Tangitau	Mathew	D	Student Worker	Student	0.5 fte	06/08/15
Tatola	Edward	D	Grounds I	Temp	1.0 fte	06/08/15
Vazquez	Oscar	D	Interpreter/Translator	Temp	1.0 fte	07/01/15
Wu	Christina	D	Interpreter/Translator	Retiree	1.0 fte	07/01/15

Notice of Terminations

NONE

Employment – Adult School

NONE

Employment – Summer School

Arias-Martinez	Yanet	W	IA II	Emp	1.0 fte	06/15/15
Bryant	Sherinda	M	IA II	Emp	1.0 fte	06/15/15
Cabello	Cristina	R	IA II	Temp	1.0 fte	06/09/15
De La Torre	Eduardo	C	IA II	Emp	1.0 fte	06/16/15
Dixon	Jacqueline	R	Secretary/Attendance	Emp	1.0 fte	06/08/15
Gonzalez	Jonathan	S	IA II	Temp	1.0 fte	05/27/15
Guerra	Steven	M	Campus Security	Emp	1.0 fte	06/01/15
Jimenez	Cecilia	S	IA II	Emp	1.0 fte	07/06/15
Joya	Judith	S	IA II	Emp	1.0 fte	06/08/15
Lauese	Sione	E	Campus Security	Emp	1.0 fte	06/15/15
Lemelle	Baylen	R	Campus Security	Emp	1.0 fte	06/09/15
Lozano	Alicia	S	IA II	Temp	1.0 fte	06/08/15
Myers	Nicole	W	Inclusion Aide/SCIA	Temp	1.0 fte	06/15/15
Newt	Don	S	Campus Security	Emp	1.0 fte	06/15/15
Orozco Navarrete	Carlos	S	IA II	Emp	1.0 fte	06/08/15
Randall	Terence	E	Campus Security	Emp	1.0 fte	06/15/15
Robles	Gabriela	S	IA II	Temp	1.0 fte	06/08/15
Ruiz	Manny	W	Inclusion Aide/SCIA	Temp	1.0 fte	06/15/15
Scott	Pamela	W	Inclusion Aide/SCIA	Temp	1.0 fte	06/15/15
Torres	William	S	IA II	Emp	1.0 fte	06/08/15

Sequoia Union High School District
Redwood City, California
East Palo Alto Academy
Instructional / 2015 - 2016 Calendar

Month	M	T	W	Th	F	
0	August	3	4	5	6	7
0		10	11	12	13	14
5		17	18	19	20	21
5		24	25	26	27	28
1		31				
4	September		1	2	3	4
4		7	8	9	10	11
5		14	15	16	17	18
5		21	22	23	24	25
3		28	29	30		
2	October			1	2	
4		5	6	7	8	9
5		12	13	14	15	16
5		19	20	21	22	23
5		26	27	28	29	30
5	November	2	3	4	5	6
4		9	10	11	12	13
5		16	17	18	19	20
2		23	24	25	26	27
1		30				
4	December		1	2	3	4
5		7	8	9	10	11
4		14	15	16	17	18
0		21	22	23	24	25
0		28	29	30	31	
83						END OF FIRST SEMESTER
0	January					1
4		4	5	6	7	8
5		11	12	13	14	15
4		18	19	20	21	22
5		25	26	27	28	29
5	February	1	2	3	4	5
4		8	9	10	11	12
4		15	16	17	18	19
5		22	23	24	25	26
1		29				
4	March		1	2	3	4
5		7	8	9	10	11
5		14	15	16	17	18
5		21	22	23	24	25
4		28	29	30	31	
0	April					1
0		4	5	6	7	8
5		11	12	13	14	15
5		18	19	20	21	22
5		25	26	27	28	29
5	May	2	3	4	5	6
5		9	10	11	12	13
5		16	17	18	19	20
4		23	24	25	26	27
1		30	31			
2	June		1	2	3	
0		6	7	8	9	10
97		13	14	15	16	17
		20	21	22	23	24
		27	28	29	30	

Aug. 11 & 13 Pre-School Days; Aug. 12 & 14 Professional Development Day
 August 17 First Day of School
 Sept. 7 Labor Day Observed
 First Quarter *Progress Report* Period Ends
 Nov. 11 Veterans' Day Observed / Nov. 13 Second Quarter *Progress Report* Period Ends
 Nov. 26 & 27 Thanksgiving Holidays/ Nov. 25 No School & Non-work Day for Certificated Staff
 Dec. 17 First Semester Report Period Ends
 Dec. 18 Semester Break Begins/ Certificated Work Day
 Winter Break
 Winter Break
END OF FIRST SEMESTER
 Winter Break
 Jan. 4 Professional Development Day
 Jan. 18 Martin Luther King Holiday Observed
 Feb. 12 Lincoln's Birthday Observed / Feb. 11 Third Quarter *Progress Report* Period Ends
 Feb. 15 Presidents' Holiday Observed
 Third Quarter Report Period Ends
 April 1 - Cesar Chavez Day Observed; Non-work Day for Certificated Staff
 Spring Break
 Fourth Quarter *Progress Report* Period Ends
 May 27 -- No School (Non-student day & Non-work day for Certificated Staff)
 May 30 Memorial Day Observed
June 2 SECOND SEMESTER REPORT PERIOD ENDS
 June 3 Graduation Day/ Last Certificated Work Day
END OF SECOND SEMESTER

1st Report Period 43
 2nd Report Period 40
 83
 3rd Report Period 51
 4th Report Period 46
 97

180 Instruction Days
 2 Pre-School Days
 2 Teacher Work Days
 3 Professional Development Days
 187 Certificated Work Days

Revised 05/27/15

Sequoia Union High School District

Academic Integrity Policy

Philosophy and Purpose

Academic integrity is about honesty. Thus, it applies to homework, class work, and assessments, regardless of point value. We care about students learning of the material, as well as their character development. Therefore, academic integrity violations will not be tolerated. Academic integrity is an integral component in fostering self-respect, achievement and positive relationships among all stakeholders in our District community. Our Academic Integrity Policy is intended to clarify the expectations we have for all students to maintain an ethical climate that values honesty, effort and respect for others. This policy also delineates the consequences for students if they do not meet the District's academic integrity expectations.

Definitions of Academic Misconduct

Cheating is a form of academic dishonesty in which an individual undermines the integrity of an assignment or exam.

Examples of cheating include, but are not limited to, the following:

- Copying an assignment or test
- Improper electronic capturing, recording or photography of exams and other testing materials
- Allowing others to copy an assignment or test
- Giving or receiving test information
- Using unauthorized resources during an assessment
- Submitting the same assignment/presentation, or portion thereof, more than once without prior teacher approval
- Working on and/or completing an assignment collaboratively without teacher authorization
- Making up information (data, quotations, sources, citations)
- Stealing testing materials
- Pressuring or encouraging another student to violate this Academic Integrity Policy, or, planning with another to commit a violation of this policy
- Use of an electronic translator, cell phone or calculator unless first approved by the instructor

Plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own. Plagiarism exists when:

- There is no recognition given to the original author for phrases, sentences, and ideas of the author incorporated in a paper or project

- A portion of a document is copied from an author, or composed by another person, and presented as original work

Examples of plagiarism include, but are not limited to, the following:

- Presenting another author's entire work as your own
- Copying a summary from another source and incorporating it into your work
- Submitting an essay or story written by anyone else
- Using another author's sentences or phrases without using quotations and/or citing your source

Procedures and Consequences

Procedures:

When a student has violated the Academic Integrity Policy, these procedures will follow:

- As soon as possible or no later than within three school days of realizing an Academic Integrity infraction may have occurred, the teacher gathers evidence of possible cheating, documents the violation(s), and reports it to the Administrative Vice Principal ("AVP").
- The teacher meets with the student to explain that an alleged violation(s) has occurred.
- The AVP contacts the student's parents and explain that a violation(s) is alleged to have occurred.

If the AVP concludes that a violation has occurred:

- Evidence of the violation(s) will be kept in the student's file.
- The student's teachers and other staff will be put on notice of the violation of this Policy.
- The AVP will record a summary of facts regarding the incident in the IC (student information system) behavior screen, along with the corresponding Education Code violation, if applicable.
- The AVP will review the violation(s) and the student's disciplinary history to determine the proper consequence(s).
- The AVP will notify the parent of the outcome of the investigation and any resulting consequence(s).

Consequences:

The severity of the consequences depends on the nature of the policy violation and the student's disciplinary history. The teacher will determine academic consequences, per their syllabi and the particular circumstance of the incident. In most cases the academic

consequence will be a zero on the assignment. The AVP is responsible for determining any additional consequence(s).

For a *first* incident, if no Ed. Code violation transpired, the occurrence will be recorded in the student's behavior file as a non Ed. Code incident and state that the student was counseled. If an Ed. Code violation occurred in concert with the integrity violation, the Ed. Code violated will be included. In addition to the academic consequence, additional consequences for a *first* violation of this **Academic Integrity Policy** may include, but are not limited to:

- Detention
- Community service
- Suspension from extracurricular activities
- Suspension if a violation of Ed. Code is determined to have occurred

Consequences for *subsequent* violations may include, but are not limited to, any of the above, as well as the following:

- Suspension under violation of Ed. Code 48900(k), "Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel"
- Exclusion from extracurricular activities

A student may face consequences for prior violations of this policy that are discovered in the course of investigating a subsequent allegation.

If a single incident of cheating encompasses more than one violation, the consequences for *subsequent* violations may be applicable.

Letters of Recommendation:

Letters of recommendation by District staff do not fall within the purview of this Policy. Any decision to rescind or amend a letter of recommendation is reserved for the independent discretion of the staff member who wrote it. **The staff member will notify the student's family and AVP within 24 hours if a recommendation is rescinded or amended.**

<p>Sequoia Union High School District Academic Honesty Contract</p>
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By signing this form, I acknowledge my understanding of the SUHSD Academic Integrity Policy:

Please Print Student Name

Student Signature

Date

Please Print Parent/Guardian

Name Parent/Guardian Signature

Date

Subject

OBSOLETE INSTRUCTIONAL MATERIALS DISPOSITION REQUEST

District Office [1]

Department: Tech

Date: 05/26/2015

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	Smart LCD Projector			B012CB25A1154	14375	Recycle/Dispo [2]
	Smart LCD Projector			B012BH1200560	N/A	Recycle/Dispose
	Smart LCD Projector			B012BE1900135	N/A	Recycle/Dispose
	Smart LCD Projector			B012AL1900396	N/A	Recycle/Dispose
	Smart LCD Projector			B012BC2700479	N/A	Recycle/Dispose
	Smart LCD Projector			B012DD2500411	N/A	Recycle/Dispose
	Smart LCD Projector			B012CH04A0361	N/A	Recycle/Dispose
	Smart LCD Projector			B012AL1900391	N/A	Recycle/Dispose
	Smart LCD Projector			B012CE16A1470	N/A	Recycle/Dispose
	Smart LCD Projector			B012BF2200286	N/A	Recycle/Dispose
	Smart LCD Projector			97537076	10307	Recycle/Dispose
	Smart LCD Projector			97637031	10311	Recycle/Dispose
	Smart LCD Projector			91637948	10263	Recycle/Dispose
	Smart LCD Projector			70833584	1322	Recycle/Dispose
	Smart LCD Projector			97637041	10309	Recycle/Dispose
	Smart LCD Projector			97637033	10310	Recycle/Dispose
	Smart LCD Projector			97637036	10308	Recycle/Dispose
	Smart LCD Projector			97638133	10299	Recycle/Dispose
	Smart LCD Projector			98639108	10871	Recycle/Dispose
	Smart LCD Projector			N/A	39460	Recycle/Dispose
	Smart LCD Projector			UF35-12131	N/A	Recycle/Dispose
	Smart LCD Projector			UF35-31242	N/A	Recycle/Dispose
	Smart LCD Projector			UF35-43001	N/A	Recycle/Dispose
	SR Systems PC			N/A	10366	Recycle/Dispose
	SR Systems PC			N/A	10072	Recycle/Dispose

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head

Principal

Technology (if applicable)

Director of Purchasing

Purchasing Dept. & W/H use only

Board date:

W/H action:

Date:

By:

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: _____ District: _____ Department: TIS Date: 05-05-2015

Quantity	Description	Additional Note	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	HP Pavilion			MXU90909WR		e-waste
1	Dell Optiplex GX240			7Y03P11	36479	e-waste
1	Dell Dimension 3000			5NH3X61		e-waste
1	Cisco NAC Appliance 3350			MXQ910A1T1	10853	e-waste
1	Super Micro SuperServer 1U			19010021	39151	e-waste
1	Super Micro SuperServer 1U			19010022	39152	e-waste
1	Cisco NAC Appliance 3350			MXQ909A09U	10850	e-waste
1	USMACH PC tower				31652	e-waste
1	Toshiba Projector			91637948	10263	e-waste
1	Toshiba Projector			70833584	1322	e-waste
1	Shiva LanRover		22950	D56D562000072608		e-waste
1	Pioneer DVD Player V7400			201408273588		e-waste
1	APC UPS SU700NET			WS9702349924	31434	e-waste
1	APC UPS SU700NET			WS9704394582	30912	e-waste
1	APC UPS SU700NET			WS9704394457	30906	e-waste
1	APC UPS DLA1500			AS0318132243		e-waste
1	APC UPS SU3000RM3U			WS9838462913		e-waste
1	APC UPS SU2200RM3U			WS9828006255		e-waste
1	APC UPS SU2200RM3U			WS9828006223		e-waste
1	APC UPS BX1300LCD			8B0744R24786		e-waste
1	Linksys SRW224P network switch			WK110G400769	39957	e-waste
1	Linksys SRW224P network switch			WK110G400045	39945	e-waste
1	Linksys SRW224P network switch			WK11WH300170		e-waste
1	Linksys SRW224P network switch			WK110G100970	39956	e-waste
1	Avocent Autoview1500			0200122984		e-waste

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head Chris Brown

Principal 5/26/2015

Site Technology (if applicable) _____

District Tech (if applicable) _____ Dir. IT

Director of Purchasing Carolyn Schaefer

Purchasing Dept. & W/H use only

Board date:	<u>6/10/2015</u>
W/H action:	_____
Date:	_____
By:	_____

OBSOLETE INSTRUCTIONAL MATERIALS DISPOSITION REQUEST

District Office [1]

Department: Tech

Date:05/26/2015

[illegible]

*Donation: (If selected under suggested disposition) Indicate non-profit group requested:

Dept. Head

Principal_

Technology (if applicable)

Director of Purchasing

Purchasing Dept. & W/H use only

Board date:

W/H action:

Date:

By:

EQUIPMENT SURPLUS DISPOSITION REQUEST

Site: District Department: TIS Date: 5/6/2015

[illegible]

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head Ching A.

Principal Ilkhan 5/26/2015

Site Technology (if applicable) _____

District Tech (if applicable) DA Dir. IT

Director of Purchasing [Signature]

Purchasing Dept. & W/H use only

Board date: 6/10/2015

W/H action:

Date: _____

By: _____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Woodside High School

Department:

Tech

Date: 5/21/15 Pg#1

Quantity	Description	WID	Original P.O. #	Serial #	SUHS I.D. #	Suggested Disposition
1	Thinkpad T61	N/A	N/A	L3-H1192 08/05	1789	Recycle/Dispose
1	Thinkpad T61	N/A	N/A	L3-H0384 08/05	1778	Recycle/Dispose
1	Thinkpad	N/A	N/A	L3-CK218	N/A	Recycle/Dispose
1	Dell M2400	N/A	N/A	6XH2WK1	N/A	Recycle/Dispose
1	Compaq	N/A	N/A	2c36290d4r	N/A	Recycle/Dispose
1	Dell	N/A	N/A	881srs1	N/A	Recycle/Dispose
1	Toshiba	N/A	N/A	2848	N/A	Recycle/Dispose
1	Dell	N/A	N/A	hx2d1k1	N/A	Recycle/Dispose
1	Toshiba Tecra Laptop	N/A	N/A	84049707H	37551	Recycle/Dispose
1	HP Laptop Compaq nx6110	N/A	N/A	CNU63100G5	39546	Recycle/Dispose
1	Toshiba	N/A	N/A	19420162q	N/A	Recycle/Dispose
1	HP Laptop	N/A	N/A	2404	N/A	Recycle/Dispose
1	Gateway Tablet Laptop M280E	N/A	N/A	36380253	38214	Recycle/Dispose
1	ASUS Tablet R1E	N/A	N/A	89N0AG011335403	10416	Recycle/Dispose
1	Toshiba Tecra A8-EZ8413	N/A	N/A	Z6074147H	39156	Recycle/Dispose
1	Dell Inspiron 600M Laptop	N/A	N/A	9WG071 712903705	37732	Recycle/Dispose
1	Dell Inspiron	N/A	N/A	MQB1 EXP 3044242	38918	Recycle/Dispose
1	HP Laptop	N/A	N/A	2823	N/A	Recycle/Dispose
1	HP Laptop	N/A	N/A	4768	N/A	Recycle/Dispose
1	Acer	N/A	N/A	2129204900582	N/A	Recycle/Dispose
1	Gateway E-475m	N/A	N/A	4480422	1297	Recycle/Dispose
1	Gateway	N/A	N/A	39183081	N/A	Recycle/Dispose
1	Gateway E-475m	N/A	N/A	39156392	39857	Recycle/Dispose
1	Dell M2400	N/A	N/A	HWH2WK1	N/A	Recycle/Dispose
1	Dell M2400	N/A	N/A	gct4511	N/A	Recycle/Dispose
1	Comet 1.0ghz	N/A	N/A	962351	N/A	Recycle/Dispose

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date:	6/10/2015
W/H action:	_____
Date:	_____
By:	_____

EQUIPMENT SURPLUS DISPOSITION REQUEST

Woodside High School

Department:

Tech

Date: 5/21/15 Pg#2

Quantity	Description	WID	Original P.O. #	Serial #	SUHSD I.D. #	Suggested Disposition
1	Dell M2400	N/A	N/A	GG0CLM1	N/A	Recycle/Dispose
1	Dell M2400	N/A	N/A	2P99WK1	N/A	Recycle/Dispose
1	Dell M2400	N/A	N/A	b2w1ph1	N/A	Recycle/Dispose
1	Dell M2400	N/A	N/A	BLSM7M1	N/A	Recycle/Dispose
1	Dell M2400	N/A	N/A	9p9tlj1	N/A	Recycle/Dispose
1	iBook G4	N/A	N/A	UV4190H9QHV	37454	Recycle/Dispose
1	Samsung Chromebook	N/A	N/A	N/A	N/A	Recycle/Dispose
1	MAC Laptop Pro 15"	N/A	N/A	N/A	35637	Recycle/Dispose
1	Toshiba	N/A	N/A	43390240k	N/A	Recycle/Dispose
1	Cannon Copy Machine C130	N/A	N/A	NVG04616	35607	Recycle/Dispose
1	Acer Monitor	N/A	N/A	N/A	N/A	Recycle/Dispose
1	Dell laptop	N/A	N/A	J6627H1	N/A	Recycle/Dispose
1	Sony Camera	N/A	N/A	192874	N/A	Recycle/Dispose
1	Unifi 55 Projector	N/A	N/A	B012CF03A2711	12429	Recycle/Dispose
1	US Mach P-III 933mhz	N/A	N/A	208479-8	35863	Recycle/Dispose
1	US Mach	N/A	94038-3	N/A	32603	Recycle/Dispose
1	US Mach	N/A	N/A	N/A	37850	Recycle/Dispose
1	US Mach P4 2.4 ghz	N/A	72540	200738-5	37647	Recycle/Dispose
1	US Mach P4 2.4 ghz	N/A	61987	200577-4	37121	Recycle/Dispose
1	NAV Server	N/A	N/A	N/A	N/A	Recycle/Dispose
1	US Mach P4 2.4 ghz	N/A	61987	200577-5	37122	Recycle/Dispose
1	US Mach P4 2.4 ghz	N/A	72540	200738-1	37651	Recycle/Dispose
1	US Mach P4 2.4 ghz	N/A	61987	200577-3	37134	Recycle/Dispose
1	US Mach P-4 1.6ghz	N/A	52070	112400-3	36697	Recycle/Dispose
1	US Mach P4 2.4 ghz	N/A	61987	200577-9	37123	Recycle/Dispose
1	Elmo Overhead Projector	N/A	N/A	204080	N/A	Recycle/Dispose

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head _____

Principal _____

Site Technology (if applicable) _____

District Tech (if applicable) _____

Director of Purchasing _____

Purchasing Dept. & W/H use only

Board date: <u>6/10/2015</u>
W/H action: _____
Date: _____
By: _____

5/21

EQUIPMENT SURPLUS DISPOSITION REQUEST

Woodside High School

department:

Tech

Date: 5/21/15 Pg#3

[illegible]

*Donation: (If selected under suggested disposition) Indicate non-profit group requested: _____

Dept. Head _____

Principal _____

Site Technology (if applicable) TS, 1, 2

District Tech (if applicable) _____ Dir. IT _____

Director of Purchasing C. G. Schuster

Purchasing Dept. & W/H use only

Board date: 6/12/2015

W/H action:

Date: _____

By: _____

RESOLUTION NO. 1549
GOVERNING BOARD OF THE SEQUOIA UNION HIGH SCHOOL DISTRICT
AUTHORIZING THE ESTABLISHMENT OF FUND 20- SPECIAL RESERVE FUND FOR
POST-EMPLOYMENT BENEFITS

WHEREAS, the Sequoia Union High School District is duly authorized and existing under the laws of the state of California; and

WHEREAS, the Sequoia Union High School District wishes to establish a new fund account, titled Special Reserve Fund for Post-Employment Benefit (Fund 20) for the purpose of receiving apportionments and to account separately for post-employment benefits.

WHEREAS, the Sequoia Union High School District desires that these post-employment benefits funds not be co-mingled with the general fund and that these restricted moneys received their own accumulated earned interest during the period of the program;

NOW, THEREFORE, BE IT RESOLVED, that:

1. The Board of Trustees authorize the County Superintendent of Schools and the Controller of San Mateo County to establish Fund 20 for the Sequoia Union High School District, and
2. That two copies of this resolution be forwarded to the County Superintendent of Schools.

PASSED AND ADOPTED by the Board of Trustees of the Sequoia Union High School District at the June 10, 2015 meeting, by the following vote:

AYES: _____

NOES: _____

ABSENCES: _____

ABSTENTIONS: _____

ATTEST:

County Superintendent of Schools

Secretary to the Board of Trustees

Approved/Filed Date: _____

PD Summary and Successes: 2014-2015

Focus areas for this year:

This year the district continued to focus on research-based classroom pedagogy (packaged under Direct Interactive Instruction), the Inclusion Initiative, and Common Core State Standards (CCSS) with an emphasis on how each one contributes to access and success for all students. The new focus areas were teacher leadership, instructional rounds and planning for a new, collaborative teacher model.

Vision for Professional Development

- To support teachers in the implementation of curriculum and instructional strategies to maximize student engagement and success.
- To provide equity for students through the consistent use of culturally responsive and standards-based instruction that emanates from high expectations and PD on the best strategies, materials, and programs for Sequoia students.
- To invest in teacher leadership and empower teachers to support each other in the quest for student success

Program Highlights:

- Academic Language *Think Tank* with Dr. Jeff Zwiers (Senior Researcher at Stanford), teachers, coaches, and students
- Instructional Rounds with teachers observing classes at three different sites
- Teacher Leadership promoted through a second PD academy, PD on facilitation, demonstration lessons, instructional rounds, and curriculum development

Oral and Academic Language “Think Tank”

(Research: Dr. Jeff Zwiers and colleagues, Fisher, Frey, and Rothenberg)

This year several teachers and coaches met monthly as a “Think Tank” focused on oral language. The purpose of the group was to improve the quantity and quality of oral output and conversations across disciplines. Both coaches and teachers participated in the group, which fostered rich discussions on student language as observed by coaches and teachers. The group received some input and training from Dr. Jeff Zwiers in the beginning of the year, which provided models of activities that teachers then adapted and tried in their classrooms. They gathered data (notes and audio recordings) on student language to share with the Think Tank and talked about ways to adapt and deepen instruction.

The group focused on two types of oral language, oral output and conversations. Oral output activities used by teachers focused on iterative paired interactions in which students were nudged (and scaffolded) to make their oral responses stronger (content-wise) and clearer (language-wise) each time they interacted with a new partner. This was an example of students sharpening the content knowledge and language of other students, with guidance and feedback from the teachers. Conversations, by contrast, were the back and forth building of ideas that used and honed six conversation skills: creating, clarifying, supporting, paraphrasing, synthesizing, and evaluating ideas. (See attached color-cards used by students) In several classrooms teachers used paired conversations in preparation for Socratic seminars, in which students showed their knowledge and conversation skills in front of the class. (*Socratic Seminar*: Inner and outer circle of students discussing a worthy topic or question. Not a debate, but rather the furthering of knowledge on a topic. Coaches sit on outside and assist their “partner” in the inner circle.)

At the end of the year, teachers said that they highly valued the time to meet with colleagues who were focused on an interesting and important challenge in teaching. They expressed the power of learning from colleagues and looking at student work, especially the challenging evidence of oral language. They also described how students significantly built up their confidence and academic discussion skills during the year, which was also echoed by students themselves in a year-end focus group on the topic of oral language. Observations at the end of the year confirmed that students were answering questions with extended, clear, and strong oral responses. These skills mirror and reinforce the emphasis on speaking, listening, and critical thinking found throughout the Common Core Standards.

In summary, this small group of teachers made huge gains in building their classroom learning culture into one that worked together instead of competing, valued one another’s ideas, and practiced productive oral communication in a variety of activities.

Summary of activities

- Meetings and activities facilitated by Allison Hyde, Instructional Coach
- Monthly meetings with Dr. Zwiers, teachers, and coaches
- Coach observations of teaching at least three times over the course of the year.
- Video documentation of classroom activities
- Student input on teaching strategies used throughout the year

Quotes from students, teachers, coaches:

Students: (Focus Group of 9-All Long-Term English Learners)

How did the strategies help you to talk in class?

- *"Helped us to explain ourselves better"*
- *"It [talking about a topic with another student] does- outside of school someone mentions a topic and I can add to it and I remember it"*
- *"You zone out less when a peer is talking than with a teacher"*
- *"If you say it you can remember it better"*

Did it help to talk to other students during class?

- *"Get up a lot and talk to neighbors...get to hear what others think- put thoughts together"*
- *"Can share ideas and see how you think and how I think and compare... helps us in seminars to add on to thoughts...helps you to think of new things"*
- *"When we stand up and talk.. and you both share your opinions... you can add on to your opinion"*
- *"Before [using the cards] I didn't know what to look for before I spoke- they help me to know what to say"*
- *"Cards- sometimes its like 'oh my gosh, so many cards to go through!' before that I didn't know how to express my opinion..then helped me to explain things better"*
- *"Helps you to add on to other's ideas... helped me to build confidence and say things... now I can speak better in class if the teacher 'picks on me'"*
- *"I use the speaking skills in other classes- I feel better about talking in general"*

Asked a stud who was quiet in the beginning of the year...

- *"[It] gave me a lot of confidence... at the beginning of the year I didn't talk because I didn't have the words to talk. Now I do."*

How did the cards help you with discussions?

- *"[With the] cards: in beginning no one would talk. Now, people can contribute to the group, have ways to contribute 'can you clarify?' 'can you paraphrase?' "*

How do you feel about talking in other classes?

- *"People are really worried about being wrong...going into socratic with skills helps"*
- *"Some classes there are some students who dominate... in these classes there are better ways for people to contribute."*
- *"Sometimes intimidates me in ICAP English with more White kids."*
- *"Sometimes you say something [and a student] contradicts. Makes you feel badly."*

- *"If teachers spent more time on conversation structures... students would feel more comfortable. Not be contradicted as much"*
- *"[I] started out disagreeing with everything... now helps me build on ideas"*

Does it [talking] help with writing?

- *"Helps to talk first"*
- *"Helps with writing because, 'write a summary and agree or disagree,' ideas are down can you start writing"*
- *"Need more ideas to transition to writing. Helps you have ideas... still hard to organize them"*

Quotes from Teachers (Three: English and Social Studies)

"I have been so impressed at what kids can do, I think my understanding of what a freshman is capable of has really expanded. I just...love my kids, I am so excited to hear what they have to say. It's been a really positive experience for me and my students."

"I was impressed that (in our focus group with students), they mentioned how much they appreciated discussing issues in a classroom where it wasn't all about competition, to win an argument or see who's right or a better speaker. It was about really listening to each other, building on others' ideas, and making new connections as they grappled with complex issues."

"There's a culture now in my classroom that if you don't speak, you are not doing everything you need to in order to succeed in the class."

"If you had told me before this year that I would be having Socratic seminars in my 9th grade heterogeneous-ability level World Studies classes at all, let alone ones in which all the students speak multiple times, I would have never believed it."

"The first Socratic seminar that we had, I was all ready with alternate activities in case no one talked. I was terrified to take the risk, yet I found that I was totally mistaken. I was blown away by the level of thinking of the students and their ability to use the conversation skills to express themselves and respond to each other. And that was in October! They've progressed more that I could have ever dreamed."

"At the semester I always get feedback from my students about their experience in class so far. I was shocked when I got 85-90% of the students saying how much they liked the Socratic seminars and how they wanted to do them more. I was shocked because I am aware how much of a stretch it is to talk for some of my students. But clearly even the more reluctant speakers found the listening and speaking activities valuable."

“The emphasis on community building and respect in the classroom really paid off. The students reported that they had the skills to discuss issues, and even when they didn’t agree with each other, they had the skills to ‘not be rude to each other’.”

“One great thing about emphasizing oral language in class is that it almost differentiates itself for the students. To differentiate a reading, you have to find different readings or modify one reading, and I always feel like differentiation is so scary and time consuming. But if you’re doing a Socratic seminar, it naturally differentiates itself. It’s easy to help a student figure out what her next step is on the continuum of academic conversation skills.”

Quotes from Coaches (Two: One Instructional Coach and One TIPS Advisor)

“Being able to support the teachers in the academic conversation PLC was extremely gratifying. Over the course of the year, I watched students in these very diverse World Studies classrooms grow in their confidence and skills, finding their voices and using them to express their ideas clearly and convincingly, support their ideas with evidence, and make new connections after hearing from their peers.”

“I believe that our original goal of providing conditions for improved oral language production grew into a much more significant experiment in creating equitable opportunities for all students to contribute sophisticated thoughts to class discussions, regardless of their K-8 experience, home situations, etc. It became an exercise in creating conditions that close the ‘opportunity gap’. An added bonus was that students of all ability levels reported feeling empowered and highly satisfied with the class and the emphasis on oral discourse, so I would consider it a success all around.”

“When we started working with teachers, there was a lot of concern about classroom management regarding speaking and listening. The teachers worried that students wouldn’t talk about the topic, or that it would be too difficult to quantify student participation. However, we worked with the teachers to come up with very specific activities to teach the skills and create the conditions for successful conversations, as well as creating ways to increase student ownership and accountability. Instead of a classroom management nightmare, our work yielded a completely different result. Students’ behavior was more on-task, and students were more excited about history. Students self-assessed, coached and assessed each other, in addition to teacher assessment, understanding that they were developing valuable academic--and life--skills. It became a much more student-centered classroom in this way.”

Instructional Rounds

(Research: Fowler-Finn, City, Elmore, and Fiarman)

Taken from the idea of medical rounds, this activity consists of teachers visiting another site to see different teachers and subject areas. Teachers visited a few classes in their subject area and then saw classes outside their subject area that they wouldn't usually have the chance to visit.

Teachers began with an instructional question or focus area such as use of technology, student participation, or how to keep the momentum going in a lesson. Teachers then collected evidence that they could apply to their own classrooms.

Leaders received training in how to help the group be as unobtrusive as possible and on how to discuss classroom practice in a respectful way, based in evidence.

At lunch, teachers talked about what they noticed and how it would impact their practice. The last activity of the day involved writing a thank-you note to every teacher visited and including something positive that the observer noticed about the classroom.

Two groups of veteran teachers visited Sequoia and Woodside, and a group of TIPS teachers visited classrooms at Carlmont. (60 teachers total)

Quotes from teachers who participated:

I observed at least one strategy that I would like to use in my classroom...

- Use different activities and minimize transition time
- Reinforcement of structure and classroom environment
- The Woodshop gave me some great ideas!

The leader facilitated good conversations about classroom practice...

- The leader facilitated good conversations about instruction and classroom practice
- She facilitated great conversations in our group and helped us to keep a positive tone
- She brought us back to our group focus/objective after good conversations

1-2 strengths of the day...

- [Saw] a variety of subject areas
- It was wonderful to learn from other teachers
- Learned many strategies to implement in my own practice

Why should teachers participate in this type of PD experience?

- Getting to just observe with free hand-then immediately think and share was so valuable! Being forced into the think (observe), write, pair-share mode was so valuable
- It's a rare opportunity to get to see so much teaching in 1 day
- Break them out of ruts; let them see the profession and its strengths and weaknesses. Observe how content can be delivered and still retain the personality of the teacher.

- We need more opportunities like these! Watching fellow teachers in action is a great way to learn and improve as a teacher.
- To get a larger repertoire of instructional strategies
- It's good to see other teachers practice and to examine a classroom from the perspective of a student
- To see other strategies actually working
- See different sites, but in same district
- Humbling! Important to see how challenges can be approached

Comment from a teacher who was observed: (addressed to the person who wrote the thank-you note)

"Thank you for the nice note and candy. I especially appreciate that you picked out the things in my classroom for which I am most proud: trust and safety. How great to be appreciated with specific feedback. As a point of clarification, you observed a senior mainstream class and not AP. But how nice that you perceived the curriculum as being rigorous enough to be AP. :-) Your kind note has added value to the Instructional Rounds program." (*Sue Rhodehouse, Woodside High School*)

Teacher Leadership

(Research: Center for Strengthening the Teaching Profession, Washington State)

“For many teachers who want to take on leadership roles but don’t want to move into a principalship or leave the classroom, the career options available to them are typically limited to informal duties, such as committees, teams, building representatives, etc. However, new types of teacher leadership roles are emerging, where teachers are connecting and making contributions to the field on state, national and global scales, all while remaining in the classroom.” (Anthony Strong, excerpted from *Charting New Career Paths for Teacher Leaders*)

PD Academy

- Second PD Academy with 15 participants
 - Participants attended seminars, practiced providing PD and received feedback
 - Participants included curricular lead, coaches, and teachers interested in providing PD for other teachers
 - Most participants are presenting at the June Institute, the August All-Staff Day or Teacher Orientation Week (formerly New Teacher Institute)

Facilitation

- 30 Teachers participated in facilitation PD to support efficiency, communication, and consensus-building in meetings
- Another 30 are participating in a session during the June Institute
- Participants included department chairs, curricular leads, and site council members

Instructional Rounds

- 12 teachers received training in leading and facilitating groups
- These leaders facilitated teacher groups in instructional rounds

Demonstration Lessons

- 12 teachers provided demonstration lessons in DII for other teachers to observe

Curricular Lead and Lead Teachers

- Curricular leads at each site for math and English
- English teams - lead teachers

Summary of Professional Development Activities and Providers

- **Two Staff Development Days for all teachers:**

- **August 2014:** Keynote by Catlin Tucker, teachers and staff attended instructional technology sessions
- **October 2014:** Continued Common Core Subject Area Work and created lessons to build an online, Common Core library of resources
- **August 2015:** Focus is Common Core Literacy

- **Instructional Coaching Activities:**

(Allison Hyde, Jessica Mass, Debolina Dutta, Kristin Davis-Karnacki)

- Direct Interactive Instruction
 - 33 new teachers received two-day professional development
 - Demonstration lessons: 12
 - Co-plan/co-teach cycle (two meetings and one teaching session provided by instructional coaches for each teacher): **95 total** (New Teachers, World Language, P.E.)
- Professional Development
 - Facilitated PD seminars
 - Led PD Academy
 - Provided site PD for departments
 - Instructional Rounds (Facilitated by Jessica Mass)
 - Think Tank with Jeff Zwiers focused on academic language usage
 - Planned for June and August PD Days

- **Curriculum Work**

- Facilitated work with Subject Area Councils (All)
- Facilitated 9-10th and 11-12th English Curriculum Development (Jessica Mass)
- Selection of a Geometry Textbook (Jim Karditzas, Math Lead)
- Ongoing Algebra I development (Jim Karditzas)
- NGSS Leadership Team (Gigi Kruse-Silva, science teacher at Carlmont)
- 9th Grade World Studies Curriculum Development (Allison Hyde)
- English Intensive Reading Curriculum (Alissa Talesnick, Reading Coach)

Professional Development Providers:

In-House: Coaches (Instructional, TIPS, PAR, Curriculum), administrators, and approx. 50 teachers

Consultants:

Affiliation	Name	Topic	Work
<u>Santa Cruz New Teacher Center</u>	Dr. Emily Davis	Facilitation and Coaching PD	Worked with teacher leaders
<u>Elevated Achievement Group</u>	Kelly Smith	Site Coaching and Complex Instruction	East Palo Alto Academy and math teachers
<u>Stanford Graduate School of Education</u> (Senior Researcher)	Dr. Jeff Zwiers	Academic Language	Facilitated a group of coaches working with teachers to implement academic language
<u>UC Berkeley History Social Science Project</u>	Emily Richards	Strategies and Curriculum for social studies and CCSS	Worked with a team of 9 th grade teachers to integrate CCSS literacy strategies into curriculum

Summary of the Gates Report: Teachers Know Best:

Link: <http://collegeready.gatesfoundation.org/sites/default/files/Gates-PDMarketResearch-Dec5.pdf>

Background: *[From the Gates Study]*

The Boston Consulting Group (BCG) was engaged by the Bill & Melinda Gates Foundation to conduct a research study on professional development for teachers to help identify needs and opportunities for improvement. To inform this research, between January and March 2014, BCG engaged more than 1,300 stakeholders—including teachers, professional development leaders in district and state education agencies, principals, professional development providers, and thought leaders—through a combination of interviews and surveys. Subsequent research included a survey of 1,600 additional teachers. BCG also analyzed existing reports and market data to identify the size and composition of the overall professional development market. Interviews, surveys, and research focused on a few major topics:

- *Current state professional development participation, needs, and satisfaction*
- *Professional development decision-making and system-level barriers and enablers*
- *Professional development market size and supplier landscape (key providers, products, and services offered)*
- *Professional development needs in the future and emerging offerings*
- *Areas and causes of supply and demand mismatches*

Professional Development:

Definition by Gates Foundation: Workshops, online research, coaching, or collaboration groups

Overall Impression of the Foundation:

- PD is not relevant, not effective, not connected to the core work of helping students learn
- PD resources/consultants are highly fragmented, characterized by key disconnects
- Market for PD is fragmented, local, random
- Measuring effectiveness is still elusive

Conclusions:

- 1) Only 29% are highly satisfied with PD
- 2) Only 34% think PD has improved
- 3) Majority does NOT believe PD helps them with the changing nature of the profession (tech, analyzing student data, implementing CCSS)
- 4) Formats such as collaboration and coaching are currently not meeting teacher needs

Teachers want:

- 1) Fewer presentations and lectures

- 2) More opportunities to apply learning through demonstrations, modeling, practice
- 3) More observations, coaching, PLCs that work well
- 4) Better implementation of coaching and collaboration
 - a) Coaching usually new or struggling teachers
 - b) Observations don't lead to coaching and feedback

Attributes of an Ideal coaching experience: (work with instructional coaches)

- Coach knows what it's like to be in my shoes
- Coach is an expert in my subject area
- Coaching sessions give me specific actions I can try in my classroom immediately
- Coach is well trained at providing feedback
- Coach is not same person who evaluates me

Conditions for good collaboration amongst teachers:

- Structured agenda
- Objectives
- Mutual accountability
- Protocols for giving and receiving feedback

Choice is VERY important

- Compliance v. focus on student performance
- Much PD considered a waste of time by teachers.
- Learning activities like planning/reflecting on instruction, more positive and tap into motivation to help students learn

What works:

- Observing expert teachers
- Leading discussions
- Coaching
- Collaboration
- Technology, Especially Online Platforms

Best PD is:

- Relevant
- Hands on
- Sustained over time

Next Steps

- Improving collaborative and personalized models
- Key cases for technology

Summary of Survey Data From Sequoia Survey:

Link: <https://www.surveymonkey.com/results/SM-5XDX9DCD/>

Given to all staff- 230 responses

- 69% Satisfied or highly satisfied with PD
- 89% believe PD has improved over last five years

PD has helped with changing nature of profession:

- 77% agreed has helped with technology
- 66% agreed has helped with standards
- 46% agreed has helped with analyzing data
- 75% agreed has helped with instructional practice
- 63% agreed has helped with curriculum

What is important in a coach?

- Importance of in-house staff: 88% said somewhat or very valuable

Most important that coaches:

- Understand my context (62%)
- Can give me specific actions to try in the classroom (60%)

Biggest Impact that PD had on Classroom Instruction

- Implemented strategies that resulted in better delivery of content (29%)
- Student Engagement Increased
- Implemented strategies that resulted in greater student success

Views on Current PD

Satisfied or Highly Satisfied:

- All Staff PD Days: 65%
- New Teacher PD (Aug): 85%
- Instructional Rounds: 78%
- Instructional Technology: 80%
- After School Seminars: 76%
- Site or Dept PD: 84%

Topics that are most valuable: Instructional Strategies and Instructional Technology

Teachers would like more resources for: Collaboration and Site PD

Challenges:

How to use:

- Technology
- Proximity
- Relevance
- Limited Time

How to incorporate:

- Technology
- Classroom Observations
- Worthy Collaboration
- Instructional Coaching

What teachers want:

PD that is...

- Productive
- Relevant
- Timely
- Collaborative

Input from Teachers

- Teachers said they wanted more collaboration, at their sites, with teachers in their subject areas
- Teachers want support in the implementation of Common Core Curriculum and Standards

Plan for Common Core Cohorts

(Research: DuFour- Professional Learning Communities, Instructional Rounds, and Japanese Lesson Study)

The Plan: Common Core Cohorts

- Small, subject-specific groups at sites.
- 3-5 teachers with an instructional coach facilitating
- Flipped PD for the group on collaboration, instructional rounds, lesson study, analyzing data (student work)- some time for group to meet together
- Teachers engage in at least one Instructional Round at another site
- Teachers meet at sites, observe each other, collaborate (Japanese Lesson Study)
- Technology: for videoing lessons, communicating, sharing lessons, etc.

Example:

Four Algebra I teachers at Carlmont

- Watch webinar on collaborative protocols and meet with other cohorts (Sept)
- Observe Algebra I classes at Menlo-Atherton (Oct)
- Decide on a focus question- how can we encourage students to talk about math with math vocabulary?
- 1st lesson study- observe a strategy (Nov)
- All teachers try the strategy (Nov)
- Come back together to debrief and look at data (Dec)
- Decide next steps (new questions, PD, more observations, etc.)

Coaching Support:

- Set up logistics for instructional rounds and lesson studies
- Facilitate lesson study and analysis of student data
- Provide PD or resources
- Video and/or observe teachers
- Incorporate student voice and feedback (focus groups, interviews, surveys, etc.)

2014-2015

- Planned and designed the Cohort model
- Piloted with an English III team at Menlo-Atherton
- Communicated with all stakeholders and gathered input

2015-2016

- Continued Pilot Year
- Teachers can volunteer to be part of a cohort
- Planning for 15 cohorts in the core subject areas

TIPS Report and Summary for 2014-2015

Program Highlights

1. Hired two new advisors.
2. Submitted a proposal for an Ed Specialist program to the state.
3. Used technology to help teachers connect and share ideas related to classroom management.

Program Vision

The TIPS program provides new teachers with personalized support that equips them to provide high quality instruction to engage students and foster excellence for the unique population of SUHSD.

Current Advisors

- **Jana Perkins (1.0)**
- **Catherine Wachtler (.6 advisor and .2 AVID at Woodside)**
- **Joseph Ezrati (.4 advisor and .6 science teacher at Woodside)**
- **New Advisor 2015-2016- Kristin Davis-Karnacki (.6 advisor and .4 teacher, Carlmont)**

Program Components

The TIPS program consists of three induction components that all teachers must complete by the end of the second year of the program to be recommended for a Clear Teaching Credential.

Component 1: Formative Assessment: Work with the advisor on a variety of tools including goal-setting (using the California Standards for the Teaching Profession), lesson planning, and analyzing student work

Component 2: Professional Development: Includes the New Teacher Institute, workshops for ALL TIPS teachers plus a variety of seminars that teachers choose to attend (district requirement to attend 5). Workshop focus for this year: Instructional Technology

Component 3: Portfolio: Evidence collected throughout the year and accompanied by written reflections. District and site administrators read the portfolios and provide written feedback to teachers.

	2011-12	2012-13	2013-14	2014-2015
Number of candidates Yr. 1	18	15	27	18
Number of candidates Yr. 2	21	12	8	21
Number of candidates recommended for Clear MS or SS Credential	19	14 (including ECO)	26	24 (including ECO)
Number of candidates who complete the program in one year versus two	0	2	0	3
Total Year One and Year Two	39 (15 new to TIPS)	27 (9 new to TIPS)	35	39
Total teachers hired into the district each year	39	33	45	55
Percentage of new teachers eligible for TIPS as compared to ALL new hires for the district	38%	27%	60%	35%

Next Steps

For 2015-2016

- 1) Projections for next year (2015-2016): 18/18 first year teachers plan to continue in the district and in the program
- 2) Continue to build capacity for the program through advisor PD and leadership.
- 3) Preparing to transition to “online” tools for advisors and participating teachers.
- 4) Created pathways for the August “Teacher Orientation Week” (Formerly New Teachers Institute). New teachers and veteran teachers will have some separate, focused options.

Summary of Data from TIPS Program 2014-2015

End of Year Survey Data:

What were the biggest impacts on instruction and the most valuable aspects of the program?

- Managing my classroom and fostering a safe environment that promotes student well-being
- Coaching and feedback from my support provider based on observations of my teaching and analysis of student work.
- Teaching English Language Learners
- Teachers rated strong support for “using a repertoire of strategies” and “assessing student needs for differentiation.” Teachers also rated a need for more support in these areas.

Areas for growth: More Support in working with families and observing other teachers

PT Survey on Advisor Effectiveness (39 teachers responding)

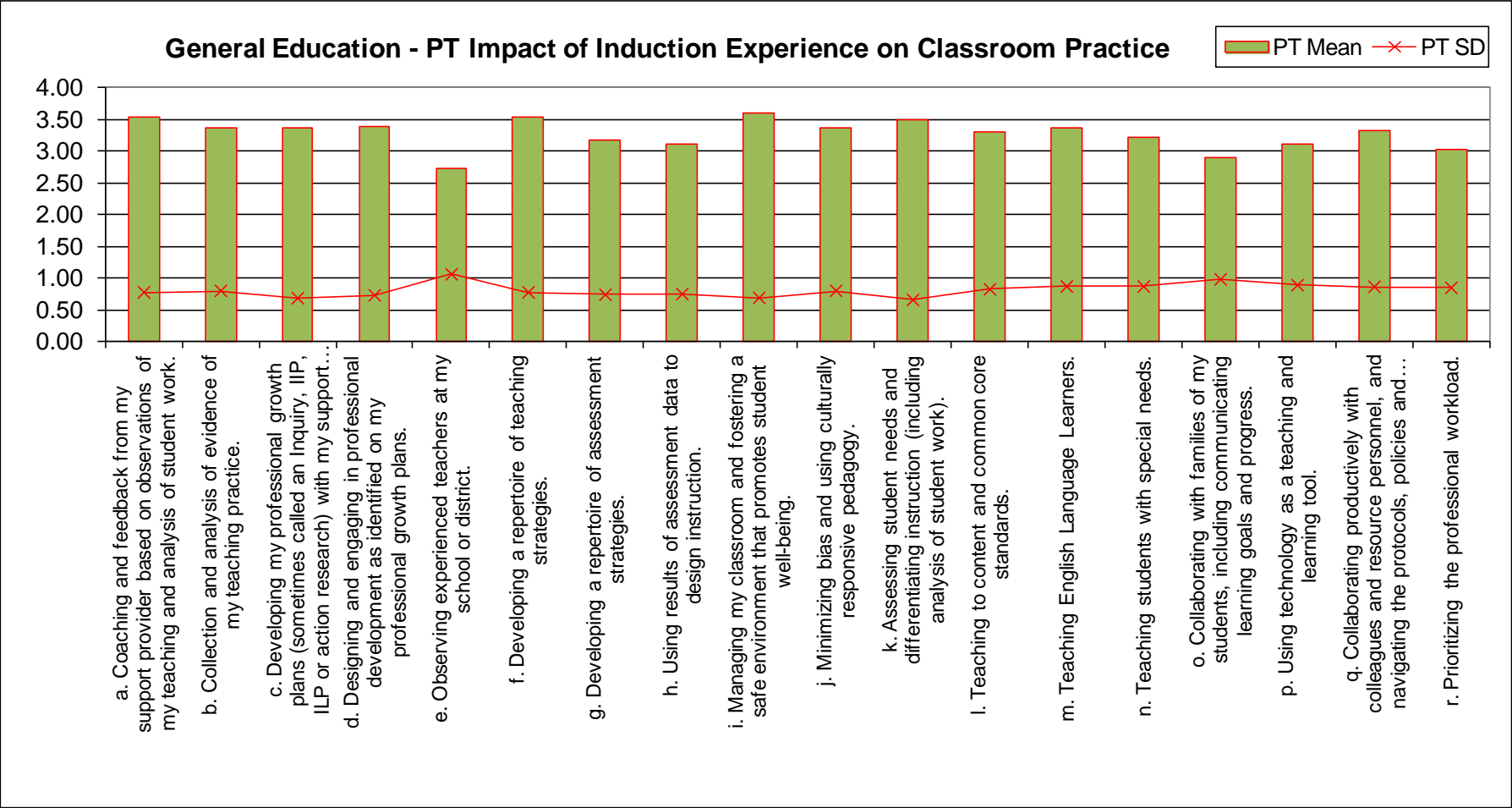
Strengths:

- Observing me in relation to the CSTP or the Continuum of Teaching Practice
- Reviewing the results from classroom observation and assessment evidence with me
- Using evidence of my classroom practice to guide our work together
- Helping me develop an Individual Induction (Learning) Plans based on assessment evidence
- Helping me select professional development that is aligned to the needs that are identified in my goals
- Individual Induction (Learning) Plan
- Identifying instructional ideas and materials appropriate to my teaching context
- Using our meeting time effectively (does not waste time or is not unduly hurried).
- 98.7% responses from participating teachers (rating different areas of support provider effectiveness) were favorable or very favorable

Areas for growth:

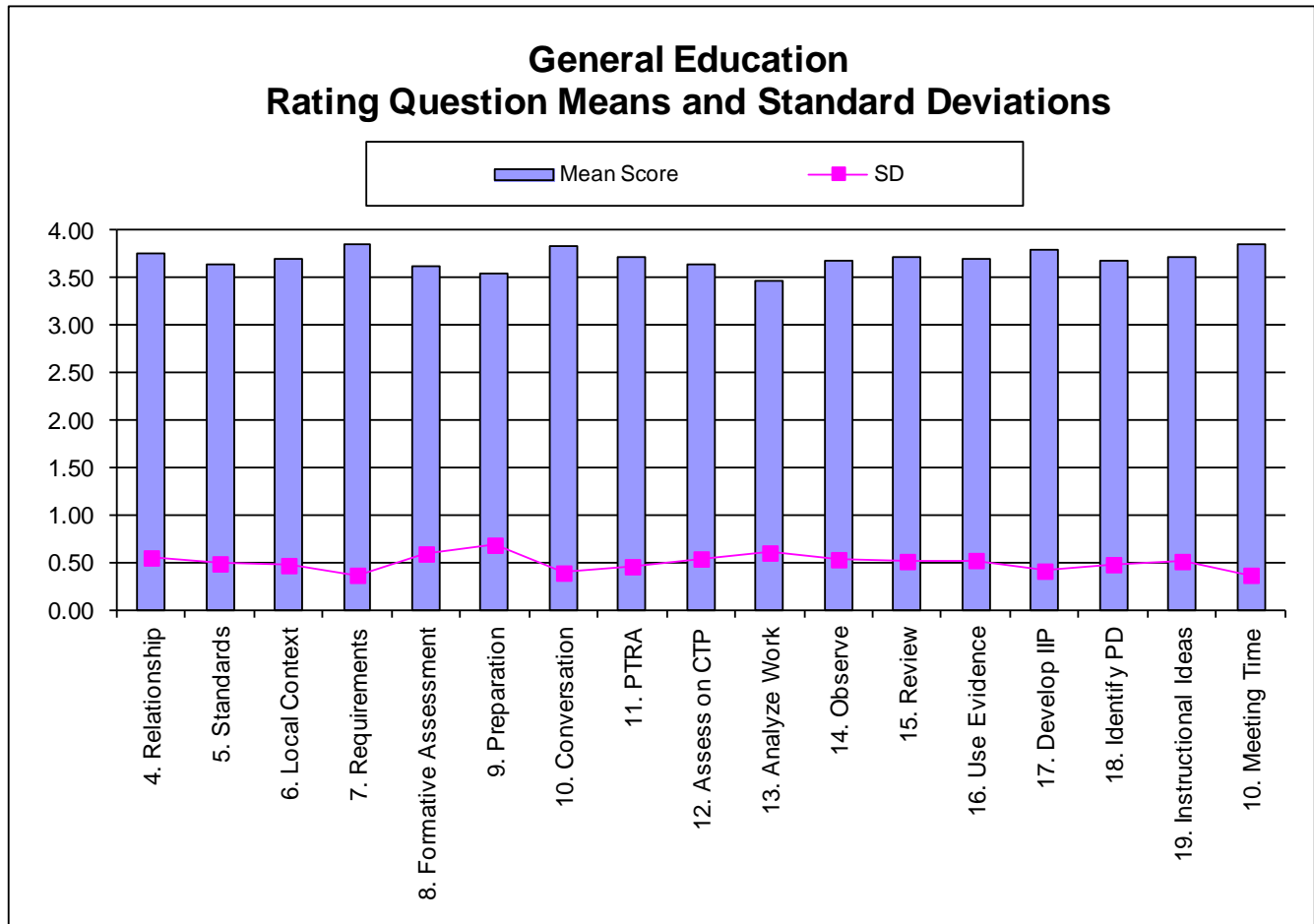
- Knowing individual needs well (class context, subject area, professional history, etc.)
- Meeting with advisor more often and having more time to meet and focus on classroom practice (lesson planning, observation feedback, etc.)

(PT) Impact of Induction Experience on Participating Teacher Classroom Practice (CS 9 & PS 4. 5 & 6)



General Education Means and Standard Deviations

A vital goal of program evaluation is to use results to more accurately assess the strengths and needs of program participants. This instrument was designed to examine the areas where participating teachers feel their support providers are highly effective and the areas where they might need improvement. Figure 2 below plots the mean response (in blue) and the variation of the responses as a standard deviation (in pink) for each of the questions in the survey.



Standard deviations were generally low indicating that there was general agreement among General Education participating teachers regarding their ratings of the areas in which support providers were most or least effective.

For this group of participating teachers, all the questions, except one (analyzing student work), were rated above 3.5 out of 4 (strongly agree). This indicates that overall they believe their support providers were highly knowledgeable and skilled.

PAR Program Final Report 2014-2015

The Peer Assistance and Review (PAR) program is a national model for professional development that the state created in 1999 and was initiated in the Sequoia Union High School District in 2000-2001. Even though the state no longer supports the program through targeted funds, the SUHSD has continued to offer the program and supported it through categorical or general funds. The District and SDTA have also maintained their partnership and collaboration through a joint panel and joint oversight of the program. This strong commitment between the District and SDTA has resulted in support of numerous teachers who have sought assistance independently or have been identified as needing assistance through the formal evaluation process.

The PAR program is in its fifth year with two consulting teachers (CTs). Each teacher worked .4 for the PAR program and worked with 12 -17 teachers who were referred to the program as a result of an unsatisfactory evaluation, recommended by an administrator to volunteer (as documented on the teacher's final evaluation), or volunteered independent of the formal evaluation process. Twenty-seven teachers participated in the program this year; 11 were independent of the evaluation process. Between 21 and 27 teachers have participated in the PAR program for each year over the last five years.

This report includes the following:

- 1) Description and purpose of the program
- 2) Participants
- 3) Focus Areas for work this year
- 4) Teacher goals and activities
- 5) Program Evaluation
- 6) Reflections for the year

1) Purpose and Description of the Program (from the SDTA contract)

1.1.1

The purpose of the Partnership Peer Assistance Program is to improve the quality of instruction through peer assistance and professional development. Classroom teachers referred to or who volunteer to participate in the Partnership Program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance. The intent of the program is to establish a critical feedback mechanism for exemplary teachers to assist veteran teachers in subject matter knowledge and teaching strategies.

PAR CTs: The PAR consulting teachers (CTs) for 2014-2015 were Liane Strub, English teacher from M-A, and Molly Nixon, World Language teacher from Woodside.

2) Participants

In 2014 -2015, the PAR CTs worked with a total of 27 teachers.

Type of Teacher	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Referred	3	3	3	2	5	2
Recommended to volunteer	2	7	2	7	5	1
Volunteers in Spring/Fall	22	16	17	13	11	3
Total	27	26	22	22	21	6

Participants were from our five main sites and teach in a variety of subject areas.

Evaluation Conclusions for Referred Teachers

- Three teachers were referred to work with the PAR program this year
- 2 earned a Satisfactory evaluation, 1 earned an Unsatisfactory

3) Focus Areas for 2014-2015 Work

- Supported teachers through the revised Evaluation process and more rigorous, focused interpretation of the California Standards for the Teaching Profession.
- Provided personalized, one-on-one mentoring under SUHSD's expanded Professional Development model.
- Focused on supporting teachers with the District-wide best practices of Direct Interactive Instruction through Standards and Objectives, lesson structure & sequence, structured student interaction, pro-active classroom management and checks for understanding.
- Developed relationships with strong classroom teachers for the purpose of peer observation, allowing for increased emphasis on peer observations with teachers.
- Continued personal professional growth important to the many skill-sets needed for this mentoring role.

4) Teacher Goals and Activities:

- The PAR CT and each referred teacher created an Action Plan (AP) connected to standards
- For RTs (referred teachers), the principal, RT, and PAR CT all read and signed the plan
- The plan laid out goals and activities, and was revisited in the middle and end of the year

Sample goals for different teachers:

- 1) To utilize pro-active classroom management strategies
- 2) To create lesson plans involving multiple activities during block periods that lead coherently and concludes meaningfully in terms of stated lesson objective

- 3) To expand teachers repertoire of strategies for connecting students to personal and academic knowledge related to the topic
- 4) To integrate technology to increase students engagement
- 5) To provide differentiation for students at different levels in the same classroom

Sample activities for different teachers:

- 1) Observing another teacher together
- 2) Engaging in professional conversations
- 3) Analyzing standards and student work
- 4) Participating in cycle of inquiry (plan lesson, observe, debrief)
- 5) Problem-solving and best strategies for working with students, teachers, and staff.
- 6) Planning units from a “reverse engineering” framework

5) Program Evaluation

There are 3 types of data that were collected at the end of the year to assess the success of the program:

- I. Referred teachers Satisfactory v Unsatisfactory evaluations
- II. Data on time spent with teachers in different activities (1x1, observations, etc.)
- III. All PAR participants feedback through anonymous online survey

I. Summary of Time Spent by PAR CTs:

Caseloads:

Teacher	Liane Strub	Molly Nixon
Referred Teachers	1	2
Recommended to Volunteers	1	1
Volunteers	14	8

Summary of Activities (through May 15):

Sample Activities	Liane	Molly
1x1 Meetings (CT with PAR Teacher)	114	116
Observations (CT Observing Teacher’s Class)	13.5 hours	23 hours
Peer Observations (CT & Teacher visit other classes)	16	20
Meetings with Admin (CT, PAR Tchr & site admin)	27	21
Collaboration (Liane and Molly- confidential)	35	35

In addition, Consulting Teachers spent time participating in Professional Development, preparing for meetings with teachers and administrators, collecting curricular and classroom resources, preparing documents for PAR Panel reports, communicating with participating teachers and driving between sites.

The opportunity to collaborate and work as a team was critical to our success this year. The two PAR CTs were able to meet, plan and discuss issues such as next steps for supporting teachers, use of tools for teacher success, professional communication, and lesson planning. These conversations

resulted in standards-based assistance and concrete strategies to help improve teaching and learning.

Examples of time spent with Teachers:

Sample Teacher Activities	Sample Referred Teacher	Sample Recommended Teacher	Sample Volunteer Teacher
1x1 Meetings	29	1	6
Observations	10	0	2
Meetings with Principal	9	0	2
Time Researching and Organizing Resources (ALS, curriculum, instructional tools, etc.)	8 hours	2 hours	4 hours

II. Online Survey Data

All PAR Participating teachers were invited to complete an anonymous online survey. Complete results can be found in the appendix at the end of this report. *(As of May 8th 2015, 16 of 27 teachers had responded to the survey).*

Highlights from the Survey:

About 87.5% of teachers said the amount of time working with the PAR CT was “just right.”

The top three useful activities were:

- Professional communication
- Instructional strategies and increasing student engagement
- Planning single lessons

Teachers who were on Formal Conference Evaluation this year stated that the PAR CT assisted the most with:

- Reflecting on classroom performance
- Managing stress and anxiety
- Preparing for meetings with the evaluator
- Articulating "educational philosophy" using professional vocabulary

Some selected responses from the open-ended questions

Q7. Please explain the activity that was MOST MEANINGFUL and why (from the list above or something not listed):

- Seeing other classrooms in motion WAS fabulous...
- Having someone be there who is positive and supportive was important for me because I felt like I wasn't being heard by many people. It made me not feel crazy!

- Time management discussion... the idea of "reverse engineering" the lesson plan execution so that prime objective is reached.

Q 8. What was your biggest area of concern/interest at the beginning of this year?

- My biggest concern by far was how to re-establish class management in a meaningful way that would be both effective, and help to pass admin. observations.
- Adjusting to a new school and making sure that I could support students in a new context.
- I am struggling with managing my time-- how do I complete all of my tasks and still have a life outside of school?

Q14. Did you have an "Ah-Ha" moment?

- I stopped giving meaningless homework assignments, which had just become copy sessions for the students, and had turned me into a grading points accountant. I was going crazy.
- a gentle reminder of the knowledge that I offer in a classroom setting. Validation of what I do appreciated.
- We both had many "Ah-Ha" moments when we visited other schools

Q15. How did your work with your PAR coach help you to grow as a professional educator this year?

- I have not been this efficient, and well planned in years. I learned a great deal about how to be a better educator.
- Setting aside time to address my professional concerns helped me focus on the issues I wanted to-- it required me to verbalize my concerns and think of strategies that I might not have made time for otherwise

Q15. In recommending PAR to a colleague, what might you say about why he/she should participate?

- The best reason to participate is the experience provides new insight, new enthusiasm and tools. It's very flexible and can be used for whatever will be most helpful for you in a non-judgmental or evaluative way!
- It helps to prevent teacher burn out and proper planning of instruction

6. Reflections for the year

Regarding Referred teachers:

- No progress with RTs until confidence is restored because being referred is a devastating blow to veteran teacher.
- While the RT may at first reluctant to accept help, when it proves effective they welcome the assistance from their PAR CT
- In some cases, even when a RT is receptive to help, implementation falls short.

Regarding Volunteers

- Finding time to meet can be challenging for both the volunteer and CT due to scheduling conflict.
- Scheduling observations for participating teachers in other classrooms is one of the most beneficial aspects of the PAR program
- A particularly useful activity was looking at student work and assessment data.

Regarding Best Practices for Administrators

- Early scheduling of each step in the evaluation cycle in support of RT teachers is very beneficial given their delicate situation
- The most productive evaluation cycles emphasize positive reinforcement for best practices
- Evaluation forms are cumbersome and frequently redundant, reducing the effectiveness of the commentary

Consulting Teacher Partnership

- It would be un-imaginable to have only one PAR CT given the delicate, confidential and stressful nature of our work
- Some overlap of release period is urgent for PAR CT's 60% classroom assignments
- Because of the close working relationship between the two CT's it would be helpful for the PAR CT to be involved in the process of hiring the next CT who overlaps their term

Next Steps

- Recruit teachers in Spring 2015 for Fall 2015 (PAR e-mail, PAR meet and greet)
- Expand training for CTs related to SUHSD Evaluation process and paperwork
- Integrate new CT (Cat Burton) into team; arrange for Cat to attend Coaching Workshop
- Continue to focus on individualized professional development for teachers on research-based practices:
 - Planning (Long term, short term, backwards, common core transition)
 - Pro-Active Classroom Management
 - Integrating Technology

Questions that students can ask each other in class discussions

<p>Elaborate & Clarify</p> <p><i>...what do you mean by...</i> <i>...can you tell me more about...</i> <i>...can you be more specific about...</i></p> <p><i>How/Why is that important?</i> <i>How does that connect to...?</i> <i>I wonder if....</i></p>	<p>Support Ideas with Evidence & Examples</p> <p><i>...can you give me an example from the text?</i> <i>...can you show me where it says that?</i> <i>...what are examples from other texts?</i></p> <p><i>...why is that a good example?</i> <i>...what is the evidence for that?</i></p>	<p>Build on or challenge ideas</p> <p><i>...can you add to _____'s idea?</i> <i>...what do you think about the idea that....?</i> <i>...what might be other points of view?</i></p> <p><i>...how does that connect to the idea that....</i> <i>...do you agree with _____ about _____?</i> <i>...how can we bring this back to the question of....?</i></p>
<p>Paraphrase</p> <p><i>...what do we know so far?</i> <i>...what is your take on what _____ said?</i> <i>...what are you hearing?</i> <i>...what points have been made so far?</i></p>	<p>Synthesize Main Points of the conversation</p> <p><i>...how can we bring this all together?</i> <i>...what was our original question?</i> <i>...what key ideas can we take away?</i> <i>...what can we agree upon?</i></p> <p><i>...how do the different pieces of evidence support or challenge each other?</i></p>	<p>State an idea / Make a point</p> <p><i>...what is your idea?</i> <i>...what are other points of view?</i> <i>...what do you think about _____?</i> <i>...why.....how.....I wonder.....</i></p>

Sentence Starters that students can use in class discussions

<p>Build on or challenge ideas</p> <p>I would add that....</p> <p>I want to expand on your point about...</p> <p>I want to follow up on ____'s idea....</p> <p>(challenge)</p> <p>Another way to look at this could be...</p> <p>Then again, I think that...</p> <p>Although _____ makes a good point about, I think.....because.....</p>	<p>Support Ideas with Examples</p> <p>In the text it said that...</p> <p>In paragraph ___, the author makes the point that....</p> <p>According to.....</p> <p>One case showed that...</p> <p>For instance,....</p> <p>An example of this is...</p> <p>An illustration of this could be...</p>	<p>Elaborate & Clarify</p> <p>I think it means that...</p> <p>In other words,...</p> <p>An analogy for this might be...</p> <p>It is important because...</p> <p>It's similar to when...</p>
<p>State an idea / Make a point</p> <p>One idea could be....</p> <p>One way to look at this is.....</p> <p>I think _____ because _____</p> <p>Based on _____, I think _____</p> <p>That reminds me of</p>	<p>Synthesize Main Points of the conversation</p> <p>We can say that...</p> <p>The main theme/point seems to be...</p> <p>As a result of this conversation, we think that...</p> <p>How does this sound....? What if we....?</p> <p>The evidence seems to suggest that....</p>	<p>Paraphrase</p> <p>So, you are saying that....</p> <p>Let me see if I understand you...</p> <p>Am I right in hearing you say that...?</p> <p>In other words,...</p> <p>Essentially, you think that....</p> <p>It sounds like you are saying...</p>

SUHSD Board Meeting, June 10, 2015

Summary Page

Objectives:

The Parent Education Series provides holistic parenting programs that promote the academic, mental, physical, and social-emotional well-being of students in the Sequoia Union High School District. High-quality parent education promotes student wellness by educating parents about critical health issues that affect their students. The goal is for parents to acquire the knowledge, skills, and behaviors they need to develop positive parenting practices that promote adolescent health and wellness.

Program Reach:

The Parent Education Series events are free and open to all parents, students, and faculty/staff members in the Sequoia Union High School District (approximately 8,900 students). Currently, Parent Education Series programs are offered at Menlo-Atherton, Sequoia, and Woodside High Schools. In 2014-15, over 3,600 participants attended Parent Education Series events at M-A, Sequoia, and Woodside. Currently, these parent education workshops are only offered in English and are separate from those offered through District Parent Coordinator Carmina Chavez.

Program Satisfaction:

Based on survey data, 100% of attendees at M-A, Sequoia, and Woodside rate the Parent Education Series as “valuable,” with the majority rating the programs as “very valuable.” In addition, 95-100% of families report that The Parent Education Series offers information that “helps them parent their teens.”

Evaluation Metrics:

The effectiveness of The Parent Education Series is measured in several ways:

- 1) Event Registration: Records the number of attendees registered for each event.
- 2) Exit Survey: Records “real-time” data from attendees at the end of each event.
- 3) End-Year Survey: SurveyMonkey data records input from attendees at any/all events.

Conclusion:

Now in its tenth year, The Parent Education Series has proven to be extremely successful, highly valued, and appreciated by parents, students, faculty/staff and community members. In the past six years, over 15,000 participants have attended parent education events at M-A, Sequoia, and Woodside.

Report submitted by: Charlene Margot, Founding Director, The Parent Education Series
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Sequoia Union High School District

Local Control Accountability Plan (LCAP)
2015-2016

480 James Ave.
Redwood City, CA 94602

Bonnie Hansen, Assistant Superintendent- bhansen@seq.org – (650) 369-1411

Introduction:

The Sequoia Union High School District (SUHSD) annually serves over 8,000 9th to 12th grade students through its four distinguished comprehensive high schools, model continuation high school, Middle College (in collaboration with Cañada College), and independent study program; in addition to approximately 1,200 students in four charter schools. The SUHSD serves the communities of Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside. The District also provides an Adult School based in Redwood City that serves approximately 2,000 students annually.

The District serves a very diverse student population, as reflected in the following demographic figures (as of 5/13/15):

Total Enrollment (excluding charter schools): 8,538; Latino: 3,837 (45%); White: 3,086 (36%); Asian: 710 (8%); African American: 222 (3%); Pacific Islander: 221 (3%); Native American: 28 (0.3%); English Learners (EL): 1,279 (15%); RFEP: 1,824 (21%); Title I: 2,997 (35%); Eligible for free or reduced-price meals (FRPM): 2,880 (34%); Migrant Education Program (MEP): 99 (1%); Students w/disabilities (SWD): 1019 (12%); Foster Youth (FY): 24 (0.3%); Students in Transitional Housing (Homeless): 9 (0.1%). The official CALPADS counts for LCAP on file at the SMCoe are: Enrollment: 8,621; FRPM: 2,768; FY or Homeless: 25; MEP: 135; EL: 1,306; Total unduplicated FRPM/EL/FY: 3,233

The SUHSD is a Basic Aid District, and as such, the Local Control Funding Formula (LCFF) plays out differently than in revenue limit districts. Specifically, the calculated percentage of LCFF funds for the District is considerably less than those received by revenue limit districts. For the 2014/15 LCAP, the SUHSD based its calculated Supplemental & Concentration Grant funding and Minimum Proportionality Percentage (MPP) on the 2012/13 EIA allocation (\$769,933). Therefore, using the FCMAT LCFF calculator, the 2014/15 calculated Supplemental & Concentration Grant funding is \$2,419,050 and the MPP is 3.72%. The distinction between the budget amounts reflected in the SUHSD LCAP versus those of revenue limit districts is noteworthy because, unlike revenue limit districts whose LCAP budget and activities will reflect a significant percent of their total district budget, the SUHSD LCAP will reflect only a small percent of the District's budget and activities. In other words, the SUHSD provides significantly more services and activities than what is contained in this LCAP.

To develop the 2014/15 LCAP, a needs assessment was first conducted, which resulted in ten Identified Needs. A corresponding Metric and Goal was then set for each Need, including measurable year-to-year targets. The SUHSD "Dashboard" Data (<http://seq.org/?id=128>) is a key tool that the District uses to identify needs, and measure progress in all major areas monitored at the high school level. The Dashboard also addresses most of the Required Data for Each of Eight State Priority Areas. Therefore, it was used as the basis for the LCAP Needs/Metrics/Goals 4 through 10. Other metrics were identified that are responsive to LCAP Needs/Metrics/Goals 1 through 3 and the corresponding required data for each of Eight State Priority Areas.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1:

Stakeholder Engagement

Involvement Process	Impact on LCAP
<p>For this year's annual update, input was obtained from each of the sites. From this we learned the degree of understanding of LCFF and LCAP from our site administrators and noted what we needed to improve for 2015-16. With a change in coordinator and assistant superintendent shortly after the approval of the 2014-15 LCAP, and because it was the first year of implementation of the LCAP process, we learned much about ways to improve our procedures moving forward. Using the site's input, the SUHSD 14-15 LCAP Annual Update Report was created and then used to inform our stakeholders of what had been accomplished. In this report, we included a description of the goal, the actions identified for each goal and a summary of our progress with respect to the implementation of the actions identified and/or level of accomplishment of the goals. In the summary of our progress, we ensured we provided data up to March of 2015. We noted that in some cases, actual data/results would not be available until the end of the school years.</p> <p>Our Annual Update Report was also used to assess the level of interest/importance of the current goals to our stakeholders. We created an online survey to capture their assessment of our progress and also asked for their input as we drafted the 2015-16 LCAP. Stakeholders were asked to read and review our progress and then answer questions with respect to each goal. Thus, we engaged them in a presentation followed by a discussion and then the completion of an online survey for steps moving forward. Keeping in mind their assessment of our progress with respect to the current goals, stakeholders were asked to indicate if we should keep, modify or completely change our goals. We also asked if they believed there were other areas of needs we should address, which we then used for our next steps.</p> <p>To ensure we had "meaningful engagement" from both parents and</p>	<p>As a result of the process we used this year, we managed to have "meaningful engagement" with our stakeholders, especially our parents and students. This was an area we really wanted to improve on knowing that for the development of the 14-15 LCAP, the voice of parents and students was not as thorough because turnout for meetings was minimal. Thus, by collaborating with our SBPL, AVID, Leadership and ELD teachers, this year we established a method that we can refine in future years to continue to ensure the meaningful engagement we had this spring. This spring's development and incorporation of an online survey allowed for hundreds of stakeholders to give thorough input and also improved our method for collecting and analyzing data.</p>

pupils, we trained our Site Bilingual Parent Liaisons (SBPL) on LCAP and our Annual Update Report for them to then engage parents at their sites. Each of our five SBPL held a meeting in the spring where parents were invited to participate in an LCAP presentation as well as provide feedback and input through the online survey. This survey was made available in Spanish for our parents of English Learners. In addition, to ensure we had pupil input, we scheduled LCAP presentations at each of our comprehensive school. We targeted AVID, Leadership (ASB) and ELD/LEP classes to ensure we had a well balance representation of our student population. In addition, we presented to our Parent Teacher Association presidents and Student Advisory Council. An open LCAP feedback session was poorly attended, but it came at the end of our input by which point we had already heard from hundreds of stakeholders.

Annual Update:

As mentioned above, with the absence of the originators of the 14-15 LCAP, late summer and early fall were spent familiarizing a new team with the LCAP process. Through a series of meetings between October and early January, data was gathered and analyzed on our progress of the 14-15 LCAP Goals identified. This information was used to develop the SUHSD 2014-15 LCAP Annual Update Report. This report was then shared with our stakeholders as a means of informing them of our progress and also to obtain their input with respect to the relevance, importance and need of each of our goals for future years. Presentations and input sessions with stakeholder groups were held:

- March 10, 2015 (Student Advisory Council)
- March 23, 2015 (Sequoia District Teacher Association)
- April 1-2, 2015 (AVID, Leadership and ELD/LEP student presentations)
- April 1, 2015 (Menlo Atherton HS- ELAC)
- April 6, 2015 (Redwood HS- ELAC)
- April 7, 2015 (Sequoia HS- ELAC)

Annual Update:

We received input on our progress and goals from over 200 stakeholders. Data from the survey was then used to identify areas of need and draft the 15-16 LCAP.

<i>Goal #</i>	<i>Is Goal Important</i>	<i>Affirm Goal</i>	<i>Modify Goal</i>	<i>How Successful were we in Meeting/Implementing Goal? Need more Very/Somewhat Information</i>	
1a	91.5% -Yes	51.3%	48.8%	78.2%	19.2%
1b	91.1% -Yes	58.9%	41.2%	79.7%	18.4%
2	93.1% - Yes	71.6%	22.9%	86.5%	11.5%
3	--	56.8%	43.2%	82.1%	16.3%
4	85.0% - Yes	66.3%	33.7%	91.6%	13.4%
5	93.7% - Yes	63.9%	17.2%	83.4%	14.8%
6	94.0% - Yes	60.9%	39.1%	77.7%	20.8%
7	91.3% - Yes	63.9%	36.2%	83.4%	14.9%
8	94.4% - Yes	68.6%	31.4%	89.7%	10.2%

Section 2:

Goals, Actions, Expenditures, and Progress Indicators

GOAL 1:	Basic Services: Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase teachers who represent demographically the communities whom we serve.		Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	The district wishes to increase the percent of teachers that mirror demographically the overall student population.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain 100% highly qualified teachers in the District. • Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Review and revise District-wide recruiting and hiring practices, policies and/or procedures: <ul style="list-style-type: none"> • Identify and establish baseline of percentage of teachers who apply for positions in our district that are not white; • Establish retention baselines of highly qualify teachers of diverse backgrounds; • Align practices District-wide. 	District-wide	<u>X</u> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Research and identify 3-5 recruitment opportunities and begin recruitment efforts locally. Example: <ul style="list-style-type: none"> • CAFE Institute- San Francisco (March 2016) • Teacher Recruitment Fairs • Career/Job Fairs 	District-wide	<u>X</u> ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000 recruitment travel expenses.	
Develop a plan to identify and expand the number of		<u>X</u> ALL		

agencies we partner with for teacher recruitment such as: state universities, county office of education, and/or other institutions that produce highly qualified teachers of diverse populations.

OR:

☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other
 Subgroups:(Specify)_____

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

- Maintain 100% highly qualified teachers in the District.
- Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the recruiting practices identified/established in 2015-16.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 recruitment travel expenses.
Research recruitment opportunities and increase recruitment efforts to other parts of the state, if needed	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual
Measurable
Outcomes:

- Maintain 100% highly qualified teachers in the District.
- Demonstrate an increase in the percent of teachers hired each year that better reflect the overall student demographics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue the recruiting practices identified/established	District-	<input checked="" type="checkbox"/> ALL	\$5,000

in 2015-16 and/or 2016-17.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	recruitment travel expenses.
Research recruitment opportunities and increase recruitment efforts to other states, if needed.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL 2:	Basic Services (Materials), Common Core Standards and Student Achievement: All students will have access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.		Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Implementation of CCSS (math and English), literacy standards (science, social studies, and technical subjects), ELD standards and NGSS by 2016/17.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	ALL		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Implementation by 100% of Algebra teachers and 11th/12th ELA teachers the SUHSD's Common Core Units (Grade and Content Specific); • Develop Common Core English Units for 9th and 10th grades; • All ELD teachers and "identified" ELA teachers will have been trained on the new ELD standards and exposed to the new ELA/ELD Frameworks; • Establish student achievement baseline from 14-15 SBAC results once available from the state; • Integrate ELD standards into CC English Units. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Identify, adopt and/or secure materials for at least one subject area/grade level per year (2015-16: Math-Geometry, ELA- 9 th /10 th CC Units). Science Lead Team develops an NGSS implementation plan.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Material adoption \$300,000	
Collaborate with EL Coordinator from SMCOE in order to: <ul style="list-style-type: none"> • Develop a plan and provide training of ELD standards and ELA/ELD Frameworks to all ELD and targeted ELA teachers (11th grade); • Integrate ELD standards in to CC English Units. 	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SMCOE Consultant \$18,000	
To integrate all best practices for target groups into	District-	__ALL	Instructional	

CCSS implementation: <ul style="list-style-type: none"> • Leverage Direct Interactive Instruction (DII) strategies so that ELs have increased access to the CCSS; • Align IEP goals to CCSS to increase SWDs' access to the CCSS; • Perform formal and informal walkthroughs to monitor implementation of CC units in Algebra and 11th-12th English; • Develop, for science an NGSS implementation plan. 	wide	OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify)_____SWD_____	Coaches \$375,000 Lead Teachers (Math/English) \$200,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of Algebra and Geometry teachers will implement CCSS Algebra Units • 100% of ELA teachers will implement CCSS Units • ELD teachers will develop ELD standards aligned lessons/units • Establish SBAC benchmarks for English and math 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to identify, adopt and/or secure materials for subject area/grade level as needed (as implementation of CCSS continues).	District-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Material adoption \$300,000
Continue to convene curriculum committees as described in previous years and also include: <ul style="list-style-type: none"> • Designing curriculum aligned to CCSS implementation in Algebra II, US History, LEP Social Studies, and ELD. 	District-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to integrate all best practices for target	District-	<u> </u> ALL	Instructional

groups: <ul style="list-style-type: none"> Expand ELD (or ELA/ELD frameworks) standards training to include all ELA teachers; Leverage Direct Interactive Instruction (DII) strategies so that ELs have increased access to the CCSS; Align IEP goals to CCSS to increase SWDs' access to the CCSS. 	wide	OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient <u> X </u> Other Subgroups:(Specify)_____SWD_____	Coaches \$375,000 Lead Teachers (Math/English) \$200,000
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of Algebra and Geometry teachers will implement SUHSD's CC Algebra Units 100% of 9th - 12th ELA teachers will implement SUHSD's CC English Units 100% of ELD teachers will implement ELD standards aligned units Increase % of students reaching/meeting established SBAC benchmarks 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to identify, adopt and/or secure materials for subject area/grade level as needed (as implementation of CCSS continues).	District-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Material adoption \$300,000
Continue to convene curriculum committees as described in previous years and also to include: <ul style="list-style-type: none"> Algebra II, US History, LEP Social Studies, and ELD design curriculum aligned to CCSS; CCSS PLC provide opportunities for all stakeholders to continue to give feedback on CCSS implementation. 	District-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to integrate all best practices for target groups	District-	<u> </u> ALL	Instructional

<p>into CCSS implementation:</p> <ul style="list-style-type: none"> Expand ELD (or ELA/ELD frameworks) standards training to include other content areas besides ELA teachers; Leverage Direct Interactive Instruction (DII) strategies so that ELs have increased access to the CCSS; Align IEP goals to CCSS to increase SWDs' access to the CCSS. 	wide	<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other</p> <p>Subgroups:(Specify) <u>SWD</u></p>	<p>Coaches \$375,000</p> <p>Lead Teachers (Math/English) \$200,000</p>
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GOAL 3:	Parent Engagement: Promote and increase school/District and community connectedness by provide quality site and district-wide parent engagement and education opportunities.		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____	
Identified Need:	Because of language needs and levels of understanding of our educational system, we currently have several parent groups operating independently at both the site and district level engaging and/or educating parents on school/district practices and student learning. The reason for the different groups is due to needs such as language and level of understanding of our educational system. While maintaining our current practices that are accommodating of cultural and language, we need to increase participation of “all” parent groups on topics that are common for site and/or district.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All- Unduplicated Students		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Established baseline for “targeted parent” population participation in LCAP PAC, ELPAC, as well as site SSC and PTA. District-wide calendar of Parent Engagement and Education Meetings to include “all” parents. 100% of school sites will have implemented Parent Project 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Identify targeted parent group (site and District) and develop a plan to encourage and ensure representation of such groups on committees such as: LCAP PAC, ELPAC, and each site’s SSC and/or PTA groups. Use 14-15 sign-in sheets/rosters to establish a baseline for representation from “targeted parent” groups.	District-wide	__ALL OR: __Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Education Coordinator and budget \$140,000	
Establish a plan for communicating LCAP updates and obtaining input from parents. Consider creating a Parent LCAP committee that will meet 2-4 times per year. Ensure committee is well represented of all student groups: General, Foster Youth, English Learners (EL and RFEP), and Students with Disabilities.	District-wide	__X ALL OR: __Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __X Other Subgroups:(Specify)_____ SWD _____		
District Parent Coordinator (BC) will continue to:	District-	__ALL		

<ul style="list-style-type: none"> provide leadership PD to site ELACs & ELPAC twice per year; Meet with Bilingual Site Parent Liaisons (BSPL) on a monthly basis; Support the implementation of the Parent Project at Woodside and Carlmont by sending two BSPL to become certified Parent Project trainers. 	wide	OR: __Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Explore possibilities to align the efforts of current district parent groups/programs such as PTA, District Bilingual Coordinator, ELAC, and Parent Education Series (private consultant) in efforts to develop a district-wide Parent Engagement and Education Calendar of Events for implementation in 2016-17.	District-wide	__X ALL OR: __Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Each site's SSC and PTA will move toward greater representation of targeted student groups. Increase parent participation to different meetings/workshops by 5%. Implement District-wide calendar of Parent Engagement and Education Meetings to include “all” parents. 100% of school sites will have implemented Parent Project 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor parent involvement in District and site committees looking at increasing participation annually.	District-wide	__ALL OR: __Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Education Coordinator and budget \$140,000
Continue to convene the District EL PAC committee as per the calendar developed for 2015-16. Modify content/agenda items as needed.	District-wide	__ALL OR: __Low Income pupils __X English Learners __X Foster Youth __X Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Continue District wide leadership PD and site parent workshops on effective parent involvement in high school student educations.	District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Each site's SSC and PTA will move toward greater representation of targeted student groups. • Increase parent participation to different meetings/workshops by 5%. • Implement District-wide calendar of Parent Engagement and Education Meetings to include “all” parents. • 100% of school sites will have implemented Parent Project 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor parent involvement in District and site committees looking at increasing participation annually.	District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Education Coordinator and budget \$140,000
Continue to convene the District EL PAC committee as per the calendar developed in 2015-16. Modify content/agenda items as needed.	District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners <u>X</u> Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL 4:	Student Achievement- Long Term English Learners: Improve overall Long Term English Learner students' learning outcomes as measured by AMAO 1 (annual progress on CELDT) and Reclassification criteria.			Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____	
Identified Need :	Students are not meeting English language proficiency as evidenced by the California English Language Development Test (CELDT) nor are they meeting the District's reclassification criteria. For the past two years, SUHSD has not met AMAO 2- Percent of ELs attaining English Proficiency on the CELDT for either group (Less than and More than 5 years) and AMAO 3- Adequate Yearly Progress for ELs (less than 50% of ELs are meeting ELA and Math proficiency levels.				
		14-15 AMAO's	15-16 State Target		13-14 Reclassification Rate:
	AMAO 1	60.4%	62.0%	SUHSD	8.9%
	AMAO 2 Less than 5 yrs	16.3%	25.5%	County	10.5%
	AMAO 2 5 yrs or more	51.4%	52.8%	State	12.0%
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	English Learners			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	English Proficiency AMAOs: 1. Per state target, at least 62% of ALL English Learners will make annual progress on CELDT overall. 2. Also, per state target, at least 53% of EL's in U.S. for more than 5 years will achieve English Proficiency level on CELDT, as defined by CDE a. Overall performance level of Early Advanced or Advanced, and b. Domain performance level of Intermediate or above (all four domains need to be at the Intermediate level or above) 3. District's annual reclassification rate will mirror that of the county and/or state.				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
BRTs, with the guidance and support of the EL		District-	<u> </u> ALL		BRT Salaries

Coordinator will identify Long Term English Learners (LTEL) on the “cusp” of being reclassified and develop an action plan to provide the appropriate support for them to meet the reclassification requirements. (Examples: CELDT Presentations, CELDT Data Chats, CAHSEE prep tutoring, after school/Saturday sessions)	wide	OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$375,000
With the support of the District office, Instructional Vice Principals and BRTs will discuss and device a long term plan to meet the needs of LTELs in mainstream classes. Taking into consideration the following: <ul style="list-style-type: none"> • Placement in English classes (identifying/targeting and clustering of LTELs); • Release time for teachers of LTELs (English and possibly other core classes); • PD for teachers of LTELs (EL Achieve, ELA/ELD Frameworks, etc:). 	District-wide	__ALL OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 2 Expenditures
At the District level, consider the following: <ul style="list-style-type: none"> • Restructure monthly BRT meeting to include monitoring of LTELs identified as “targeted” group on a quarterly basis; • Collaborate with SMCOE to provide PD for BRT’s in order to deepen their understanding of “English Language Development” in order for them to take information back to site and share with teachers of ELD; • CAHSEE prep Saturday or after school sessions for LTELs; • Establish committee to begin revision of EL Master Plan. 	District-wide	__ALL OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 2 Expenditures
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	1. State increase targets for ALL English Learners will be the measure used to make annual progress on CELDT. 2. Per state targets, at least 55% of EL’s in U.S. more than 5 years will achieve English Proficiency annually. 3. District’s annual reclassification rate will mirror that of the county and/or state. 4. Revised EL Master Plan			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to: <ul style="list-style-type: none">Identify a targeted LTELs group to monitor throughout the school year, provide after/Saturday school CAHSEE support for 11th and 12th graders;Hold LTEL Team quarterly meetings;Coordinate and facilitate “DATA Chats”;Conduct CELDT presentations;Establish testing practices for CELDT that are positive and encouraging;Support ELA teachers that will support LTELs in clustered classes;Revise EL Master Plan.		District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	BRT Salaries \$375,000
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	English Proficiency AMAOs: 1. Per state set targets, at least 67% of ALL English Learners will make annual progress on CELDT. 2. Also, per state targets, at least 57% of EL’s in U.S. more than 5 years will achieve English Proficiency annually. 3. District’s annual reclassification rate will mirror that of the county and/or state. 4. Implement EL Master Plan			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Review practices established and implemented since		District-	__ALL	BRT Salaries

2015-16, and identify what to continue doing, what to modify and/or stop doing.	wide	OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$375,000
Continue to monitor EL's progress in CELDT tests.	District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue supporting ELD teachers' learning and understanding of the new CELDT test.	District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL 5:	Student Achievement- College & Career: All students will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G completion.			Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __		
Identified Need :	The District will continue to work on increasing the A-G completion rate for “All” students and decrease the gap between “All” students and each applicable subgroup as measured by SUHSD’s Dashboard annual metrics. Currently, the percent of graduating seniors District-wide meeting A-G is approximately 61.2% while the percent of our unduplicated subgroups is lower.					
	Group	2012-13 %	Expected Amount of Growth 3% of Gap from 55.5%	Expected 2013-14	Actual % 2013-14	Target
	District All Students	55.5	1.3	56.8	61.2	MET
	African American	23.5	1	24.5	26.9	MET
	*Asian	76.3	Above 70	Above 70	81.3	MET
	Latino	32.6	.7	33.3	43	MET
	Pac Islander	35.5	.6	36.1	25.8	NOT MET
	*White	74.5	Above 70	Above 70	78.6	MET
	Students with Disabilities	15	1.2	16.2	15.9	NOT MET
	SED	28	.7	28.7	37.2	MET
	Eng Learners + RFEP	31.2	.7	31.9	38.7	MET
**Foster (<i>Population too small to maintain confidentiality</i>)	N/A	N/A	N/A	N/A	N/A	
Goal Applies to:	Schools:	ALL				
	Applicable Pupil Subgroups:	ALL with an emphasis on unduplicated groups				
LCAP Year 1: 2015-16						
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percent of “all” graduating senior meeting A-G requirements from 61.2% to 63%. • Establish a baseline that is a composite percent of the unduplicated subgroups of graduating seniors meeting A-G. 					
Actions/Services	Scope of Service	Pupils to be served within identified scope of service			Budgeted Expenditures	

<p>Continue to align graduation requirements with courses that meet A-G subject area courses. <i>(Identify any courses that are required for graduation that could be enhanced to meet A-G requirements and vice versa.)</i></p> <p>Continue to fund additional Counselors and College & Career Advisors at each site.</p>	District-wide	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Six Additional Counselors \$750,000</p> <p>4 College/ Career Advisors \$500,000</p>
<p>Site-based Activities:</p> <ul style="list-style-type: none"> Continue to develop a plan of action to increase target student groups' awareness of "A-G" and the value of meeting these requirements; Establish baseline data on enrollment and successful completion of A-G courses; Track and monitor student progress in A-G courses; Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits); Provide credit recovery for students in need of making up Ds in A-G courses. 	District-wide	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	
<p>For unduplicated students, District's Educational and Student Services departments collaborate with sites' contact person(s) in the monitoring of student progress in A-G courses:</p> <ul style="list-style-type: none"> English Learners- Bilingual Resource Teachers discuss progress during BRTs monthly meetings facilitated by District EL Coordinator; Foster Youth- Site administrators/designees discuss progress during AVP monthly meetings facilitated by District Attendance and Welfare Coordinator. 	District-wide	<p><u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	

<p>Monitor AVID students' progress in A-G courses by grade level. Monitor AVID seniors' progress towards meeting A-G requirements and develop a plan for those not meeting requirements:</p> <ul style="list-style-type: none"> Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Cañada College etc. 	District-wide	<p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) <u>AVID Group</u></p>	<p>AVID Sections</p> <p>\$360,000</p>
<p>Continue Co-teaching practices for Students with Disabilities whose IEPs indicate a need for this accommodation. Establish a baseline for SWD enrolled in A-G courses by grade level/course. Monitor student progress quarterly or at the end of each semester.</p> <p>Continue to fund support classes in Math or English for students that need additional support in meeting graduation requirements and A-G requirements.</p>	District-wide	<p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> X </u>Low Income pupils <u> X </u>English Learners</p> <p><u> X </u>Foster Youth <u> X </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) <u> SWD </u></p>	<p>Co-Teaching</p> <p>\$400,000</p> <p>Support Classes</p> <p>\$1,750,000</p>
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percent of “all” graduating senior meeting A-G requirements by 3% of prior year. Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to align graduation requirements with courses that meet A-G subject area courses, as needed.</p> <p>Continue to fund additional Counselors and College & Career Advisors at each site.</p>	District-wide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify) _____</p>	<p>Six Additional Counselors</p> <p>\$750,000</p> <p>4 College/ Career Advisors</p> <p>\$500,000</p>

Continue with plan of action to increase target student groups' awareness of A-G and the value of meeting these requirements, increase enrollment and completion rates of A-G courses based on baselines established previous year.	District-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Continue to: <ul style="list-style-type: none"> Track and monitors student progress in A-G courses; Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits); Offer credit recovery to students in need of making up Ds in A-G courses. 	District-wide	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Continue monitoring and support <ul style="list-style-type: none"> English Learners Foster Youth AVID Students Students with Disabilities 	District-wide	<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Co-Teaching \$400,000
Continue Co-teaching practices for Students with Disabilities whose IEPs indicate a need for this accommodation. Establish a baseline for SWD enrolled in A-G courses by grade level/course. Monitor student progress quarterly or at the end of each semester. Continue to fund support classes in Math or English for students that need additional support in meeting graduation requirements and A-G requirements.	District-wide	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> SWD </u>	Co-Teaching \$400,000 Support Classes \$1,750,000
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the percent of “all” graduating senior meeting A-G requirements by 3% of gap from prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to align graduation requirements with courses that meet A-G subject area courses, as needed.</p> <p>Continue to fund additional Counselors and College & Career Advisors at each site.</p>	District-wide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Six Additional Counselors \$750,000</p> <p>4 College/ Career Advisors \$500,000</p>
Continue with plan of action to increase target student groups’ awareness of A-G and the value of meeting these requirements, increase enrollment and completion rates of A-G courses based on baselines established previous year.	District-wide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	
<p>Continue to:</p> <ul style="list-style-type: none"> • Track and monitors student progress in A-G courses; • Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits); • Provide credit recovery opportunities for students in need of making up Ds in A-G courses. 	District-wide	<p><u> X </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	
<p>Continue monitoring and supporting</p> <ul style="list-style-type: none"> • English Learners • Foster Youth • AVID Students • Students with Disabilities 	District-wide	<p><u> </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u> Low Income pupils <u> X </u> English Learners</p> <p><u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____</p>	<p>Co-Teaching \$400,000</p> <p>AVID Sections \$360,000</p>

GOAL 6:	Locally Defined Criteria: All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE: 9__ 10__ Local : Specify <u>AP/IB enrollment and completion rates</u>				
Identified Need :	The District needs to continue to work to increase the number of “All” students who take at least one AP/IB course by the end of their senior year and decrease the gap between “All” students and each applicable subgroup each year as per SUHSD Dashboard annual metrics. The current percent of graduating seniors who have taken an AP/IB course is approximately 62%. The targeted subgroups percentages are:					
	Group	2012-13	Expected Amount of Growth 3% of Gap from 60.2	Expected 2013-14	Actual % 2013-14	Target
	District All Students	60.2	1.2	61.2	62	MET
	African American	27.9	.97	28.9	26.9	NOT MET
	Asian	81.2	Above 70	Above 70	75.6	MET
	Latino	45.8	0.4	46.2	47	MET
	Pac Islander	29	1.6	30.6	22.6	NOT MET
	White	75.2	Above 70	Above 70	77.4	MET
	Students with Disabilities	16.7	1.3	18	12.5	NOT MET
	SED	40.4	.6	41	43.7	MET
	Eng Learners + RFEP	43.7	0.5	44.2	45.1	MET
	**Foster (population to small to maintain confidentiality)	N/A	N/A	N/A	N/A	N/A
Goal Applies to:	Schools:	All				
	Applicable Pupil Subgroups:	All				
LCAP Year 1: 2015-16						

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Increase the percent of “all” graduating senior taking at least one AP/IB course from 62.2% to 63.3%.• Establish a baseline of the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Each site continues to develop a plan of action to increase target student groups’ awareness of AP/IB courses and the value of enrolling in such courses.		District-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5 expenditures
Continue to use data to identify more traditionally underserved students to take one or more AP/IB courses. Track and analyze their data to establish baselines.		District-wide	<u> </u> ALL OR: __Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
AVID students modify their 4-year plan annually to include at least one AP/IB course. AVID coordinators monitor AVID students’ progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses.		District-wide	<u> </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) <u> AVID </u>	
Provide academic support services for traditionally underrepresented students in AP/IB courses.		District-wide	<u> X </u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none">• Increase the percent of “all” graduating senior taking at least one AP/IB course by 3% of gap from prior year.• Increase the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course by 3% each year.			

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Each site continues to refine/modify and implement a plan of action to increase target student groups’ awareness of AP/IB courses and the value of enrolling in such courses.		District-wide	<u> X </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u>	

increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses.	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Goal 5 expenditures
Continue to monitor AVID students' enrollment and success in AP/IB classes. Continue to update 4-Year plans annually.	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide academic support services for traditionally underrepresented students in AP/IB courses.	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) <u>AVID</u> _____	

GOAL 7:	Student Engagement and School Climate: All sites will promote positive learning environments for their school communities that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrument, graduation, drop out, suspension, and expulsion rates.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6_X 7_X 8_X COE only: 9__ 10__ Local : Specify _____	
Identified Need:		Continue to reduce drop out, suspension and expulsion rates and increase the percent of seniors that complete graduation requirements as well as the percent of 9 th grade students successfully completing 30 credits by the end of their first semester.		
Goal Applies to:		Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:		<ul style="list-style-type: none"> Decrease the dropout, suspension and expulsion rate for “All” students in general and decrease the gap between “All” students and the composite of unduplicated subgroup as per SUHSD’s Dashboard annual metrics. Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between “All” students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD’s Dashboard annual metrics. 		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 9th-grade Aspiration Advocates. Investigate and plan for additional dropout intervention at RD		District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$315,000 Aspiration Advocates
Fund and maintain programs (e.g. Alternative to Suspension, Team Ascent, mental health services, Acknowledge Alliance Counseling Program, etc:) to reduce suspensions at all site.		District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 COMPASS

Maintain support programs to reduce expulsions at all sites. SUHSD Board of Trustees will continue to review for approval every recommendation for expulsion with a high level of scrutiny. Maintain fifth counselor at each comprehensive high school.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5 Expenditures
Review the outcomes of COMPASS, 2015 and Program Improvement-related course sections to adjust for optimal outcome for support students. Increase summer school offerings to provide freshmen opportunity to recover subject-area credit when remediation courses prevented access. Provide support via 9th-grade Transition Specialists. Maintain Opportunity Program as an intervention. Increase visibility of, and participation in, Independent Study School.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain funding for SUHSD's adult school's concurrent enrollment for high school students. Increase participation in online credit recovery so that all purchased credit recovery programs (e.g. APEX, Cyber High) are utilized. Continue Co-teaching.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Decrease the dropout, suspension and expulsion rate for “All” students in general and decrease the gap between “All” students and each applicable pupil subgroup as per SUHSD’s Dashboard annual metrics. Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between “All” students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD’s Dashboard annual metrics. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with 9th-grade Transition Specialists.	District-	<u>X</u> ALL	\$315,000

Investigate and plan for additional dropout intervention at RD	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Aspiration Advocates
Continue to fund and maintain programs (e.g. Alternative to Suspension, Team Ascent, mental health services, Acknowledge Alliance Counseling Program, etc.) to reduce suspensions and implement alternatives to suspension programs at all site	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Maintain support programs to reduce expulsions at all sites. SUHSD Board of Trustees will continue to review for approval every recommendation for expulsion with a high level of scrutiny. Fund Opportunity School. Maintain fifth counselor at each comprehensive high school.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> Analyze Compass results and other summer programs to decide whether or not to continue same practices: Provide summer school offerings for freshmen to recover subject-area credit when remediation courses prevent school-year access. Provide support via 9th-grade Transition Specialists. Increase visibility of, and participation in, Independent Study School. 	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 COMPASS
Maintain funding for SUHSD's adult school's concurrent enrollment for high school students. Increase participation in online credit recovery so that all purchased credit recovery programs (e.g. APEX, Cyber High) are utilized. Continue co-teaching.	District-wide	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Decrease the dropout, suspension and expulsion rate for “All” students in general and decrease the gap between “All” students and each applicable pupil subgroup as per SUHSD’s Dashboard annual metrics. • Increase the percent of "All" freshmen earning 30 credits after the first semester each year and decrease the gap between “All” students, each applicable pupil subgroup, and the composite of the unduplicated subgroups each year as per SUHSD’s Dashboard annual metrics. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Evaluate programs offered during summer school to decide on next steps.		<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$315,000 Aspiration Advocates and \$100,000 COMPASS
Evaluate success of programs that have been in existence so that the District continues to fund its most effective programs.		<u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	Covered by Goal 5

GOAL 8:	All foster youth will be properly identified, promptly enrolled in appropriate classes and will have access to academic resources and support on at least an equal basis as other students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ X 8__ COE only: 9__ 10__ Local : Specify ____	
Identified Need:	With evolving state definitions, the District needs to continue to update systems to ensure we continue to properly identify Foster Youth who may not be coming from foster homes and/or shelters, and that Foster Youths new to the District are promptly enrolled in the appropriate school and classes, and that means of transportation to and from home and school are identified and secured when appropriate.			
Goal Applies to:	Schools:	ALL		
	Applicable Pupil Subgroups:	Foster Youth		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • District-wide process/procedures for properly identifying Foster Youth already enrolled in our District schools. • District-wide process/procedures for ensuring Foster Youths new to our District are promptly enrolled in the appropriate school and classes. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct a needs assessment with respect to Foster Youth services: <ul style="list-style-type: none"> • How aware are sites regarding FY regulations? • What is our total number of FYs in the District? At individual sites? • Who is/should be the contact person for FY at each of the sites? 		District-wide	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups: Specify)_____	\$25,000 Portion of FY Coordinator's Salary
Collaborate with county office foster youth services to: <ul style="list-style-type: none"> • Develop a plan to continue to address District FY needs based on our assessment; • Train site administrators and staff on FY regulations, definition, how to identify, what their needs are and how to support them. 		District-wide	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
District FY Liaison and Attendance and Welfare		District-	__ALL	

Coordinator in will collaborate with county office of education to develop a system to ensure: <ul style="list-style-type: none"> Identifying FY; Enrolling FY in appropriate school and classes; Identifying/determining transportation needs and best way to accommodate needs. Building a positive and productive relationship with County Office Foster Youth Services. 	wide	OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of FY new to our District will be promptly enrolled in the appropriate school and classes Update policies and procedures regarding awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue collaborating with County Office of Education Foster Youth Services to establish policies and procedures for awarding partial credit to transferring foster youth, setting up the infrastructures necessary to measure the metrics.	District-wide	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 Portion of FY Coordinator's Salary
Monitor proper implementation of policies/procedures put in place for identifying and promptly enrolling foster youth.	District-wide	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue training on foster youth needs as needed.	District-wide	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 100% of FY new to our District will be promptly enrolled in the appropriate school and classes 100% of transferring FY received appropriate credits for work completed 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor proper implementation of policies/procedures put in place for identifying and promptly enrolling foster youth.	District-wide	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> X </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)<u> </u></p>	\$25,000 Portion of FY Coordinator's Salary
Continue staff and administrator training on foster youth as needed.	District-wide	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> X </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)<u> </u></p>	
Continue to implement policies regarding review of foster youth transcript to ensure proper number of credits are given. Monitor implementation of this policy.	District-wide	<p><u> </u>ALL</p> <hr/> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> X </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)<u> </u></p>	

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific 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?

Original GOAL #1a from prior year LCAP:	Increase by 10 percent per year the new teachers hired who reflect the ethnic diversity of the District's student body (the percent of new teachers hired of Latino, African American, Pacific Islander or Native American background in the last three years [2011/12-2013/14] is 15.8%)		Related State and/or Local Priorities:								
			1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____								
Goal Applies to:	Schools:	All									
	Applicable Pupil Subgroups:	All									
Expected Annual Measurable Outcomes:	17.4% of newly-hired SUHSD teachers will reflect diverse student population.	Actual Annual Measurable Outcomes	Total # of teachers hired in 14-15: 70								
				AA	AI/ Alaskan	Asian	Chinese	Filipino	Japanese	Taiwanese	White
			#	1	4	2	9	1	2	1	50
			%	1.43	5.7	2.9	12.9	1.4	2.9	1.4	71.4
LCAP Year: 2014-15											
Planned Actions/Services			Actual Actions/Services								
	Budgeted Expenditure s						Estimated Actual Annual Expenditures				
Identify recruitment strategies to increase the number of teachers hired who reflect the student population.	None Identified	A) To increase the number of teachers hired who reflect the District's student population, the District posted widely for positions to draw the most qualified candidates possible. The District also worked with area teacher education programs who value diversity in their admission choices to glean the most highly qualified new teachers. In 2013-14, the District hired 45 new teachers, and in 2014-15, 70 new teachers were hired, including the 24 EPAA staff as their site became a dependent charter. Because increased enrollment required an increase in the number of teachers needed, a larger number of any teaching sub-group was required to meet hiring goals. In spite of increased efforts, the					No funds were "tracked" for this particular goal.				

		<p>combination of the need to hire a high number of teacher, coupled with a limited number of highly qualified minority candidates, resulted in the District not meeting this particular goal in 2014-15.</p> <p>This spring, the District is also engaging in a county job fair hosted by the County Office of Education, and also participates in the mock interviews at Stanford University's Teacher Education Program. The District has expanded its recruiting efforts in order to attract a diverse pool of candidates from which to choose. The District continues to post job openings on EdJoin, California's primary source for employment in the field of Education.</p>		
Scope of service:	LEA- wide		Scope of service:	
<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> RFEP <u> </u> Other (Specify) <u> </u>			<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> RFEP <u> </u> Other (Specify) <u> </u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We need to modify the goal and rewrite it in general terms to indicate we will continue to focus on increasing the percent of teachers of diverse background, however, we will do not need to indicate a percentage. The real goal is to ensure we work towards mirroring, as much as possible, the overall District's student population. We also need to identify possible conferences or recruiting events in the bay area or other nearby areas where we can have a booth/station advertising/recruiting teachers such as CABE, etc: To add this to our practice, we will need to identify and secure funding.		

Original GOAL #1b from prior year LCAP:	Adopt and secure materials for at least one subject area/grade level per year.		Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__		
			COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	District will adopt and secure materials for English novels, math materials, and literacy materials; Write draft ELD course guides aligned to the new ELD standards.	Actual Annual Measurable Outcomes:	English: Developed CC English Unites and identified two novels per grade level to use with English CC Unites- purchased novels as needed. Math- Developed CC Algebra 1 units.		
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
(ALL) Identify curriculum needs for the four core subject areas and adopt, create, and/or purchase as needed. (<i>SACs and curricular teams will continue to identify gaps between the CCSS and current materials.</i>) For English, add non-fiction and diversity to curriculum.	Funding source: \$50,000 General Funds (GF)	B) The District remains on schedule for adoption of materials. District wide, the English department has continued to receive professional development in ERWC (informational and non-fiction curriculum), has integrated ERWC into English units and curriculum development, and has used the criteria of author and content to seek out texts that reflect the experience of District students and diverse populations. District wide, English has chosen which standards they will focus on each quarter. At both the junior and senior level, eight common core units have been developed and are available for all teachers on the District's Common Core curriculum website. Ninth and tenth grade teachers are in the process of developing shared units for their grade levels. In math, Algebra I teachers created curriculum with the guidance of the District Math Curriculum Lead and implemented it		\$50,000.00	

		throughout the school year. Based on the learning experiences from this process, for the 2015-16 school year, we are in the process of selecting a geometry textbook. This process will be repeated next year for Algebra II adoption.		
Scope of service:	LEA –wide		Scope of service:	
<u> X </u> ALL ----- OR: <u> X </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____			<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based on the learning experiences from this process, for the 2015-16 school year in math, we decided to not spend too much time creating units for Geometry. Instead, we are now in the process of selecting a geometry textbook. However, we will have math leads both in Geometry and Algebra I to continue the CCSS implementation process. In English, we will work support English teachers implement the units they developed and we will also begin a process similar to “lesson study” with volunteers from the English departments when it comes to implementing the units. We will continue to support such efforts from the District office by continuing with the same number of instructional coaches as well as setting money aside for CC implementation.		

Original GOAL #2 from prior year LCAP:	a) Implement math, English, and ELD standards fully by 2016/17. Implement literacy standards across science, social studies, and technical subjects fully by 2016/17. b) To integrate all best practices for target groups into CCSS implementation.		Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Implement Algebra I and 11-12th grade English CCSS, implement 2-3 literacy standards in other subject areas. ELD standards implemented in ELD classes.		Actual Annual Measurable Outcomes:	Implemented CCSS in Algebra and English III and IV. Began conversations regarding ELD Standards training- plan to implement 15-16.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>(ALL): Use in-house resources to align to CCSS. Convene curriculum committees (Alg. 1, Engl. 3-4, ELD, World Studies) to design curriculum aligned to CCSS. Convene literacy collaborative to discuss implementation of literacy standards across all relevant subject areas. Convene CCSS PLC to provide opportunities for all stakeholders to give feedback on CCSS implementation. Leverage Direct Interactive Instruction (DII) strategies so that ELs have increased access to the CCSS. Align IEP goals to CCSS to increase SWDs' access to the CCSS.</p>		<p>Funding source: remaining balance of District's \$350,000 CCSS allocation: \$50,000 GF</p>	<p>In-house resources were used to lead and implement the CCSS plan which, for the 14-15 school year, was to implement 11th and 12th English standards as well as Algebra I. Curricular teams at site levels created curriculum for English, and math. Leads for math, English, and social studies met regularly to share curriculum and best practices. Instructional and curricular coaches at the District level supported lead teachers. This practice will continue next year focusing on 9th and 10th English standards and geometry. For English Language Development, the focus this year was to inform and increase awareness of the new standards. The Bilingual Resource Teachers (BRT) participated in trainings such as: ELA/ELD Frameworks, Content Area Language and Literacy (CALL), as well as EL Achieve in order to gain deeper understanding of different programs available for ELD/LEP teachers. With respect to the Literacy Standards, 9th grade social studies teachers started implementing the standards this year. Science and technical subjects are planning for literacy implementation in 201516.</p>		<p>\$400,000.00</p>
Scope of service:	LEA- wide		Scope of service:	LEA-wide	
<p><u> X </u> ALL</p>			<p><u> X </u> ALL</p>		
<p>OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> RFEP <u> X </u> Other Subgroups:(Specify) <u> SWD </u></p>			<p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> RFEP <u> </u> Other Subgroups:(Specify) <u> </u></p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>We need to develop a plan of action to implement the new ELD Standards in ELD classes and also consider increasing English teachers' knowledge of the new ELD standards. We are developing a goal specifically for our EL student for the 15-16 school year. For CCSS, we will continue supporting the implementation by focusing our professional development day in August on the Common Core Literacy Standards.</p>			

Original GOAL #3 from prior year LCAP:	Targeted parents will serve on LCAP PAC, ELPAC; and each site's SSC, SDMC, and PTA will move toward greater representation of targeted student groups. Target-group parents' attendance at site parents meetings will increase by 5% (# of meetings or contacts).		Related State and/or Local Priorities: 1__ 2__ 3_ <u>X</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Implement ELAC, ELPAC, LCAP PAC and site parent workshops with targeted parents and increase representation of such parents in SSC, SDMC, and PTA.		Actual Annual Measurable Outcomes:	Parent Project was conducted in two of our comprehensive sites and our continuation site. Approximately 60 parents completed the program. At Sequoia High School, ELAC parent representation has increased in School Site Council.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures

<p>(ALL): District Parent Coordinator (BC) will work with Bilingual Site Parent Liaisons (BLs) to build an effective District-wide parent-engagement program that includes strategies and resources to increase parent involvement in their students' education and District parent leadership committees (LCAP-PAC, DELAC /ELPAC, ELAC, SSC, SDMC, PTA). BC will provide leadership PD to site ELACs & ELPAC twice per year & to BLs on a monthly basis. BLs will provide a weekly workshop series on effective parent involvement in the education of HS students. Implement parent education and bilingual site parent liaison PD and develop sites' parent workshop series. Provision of interpreter support needed for members of the various parent leadership committees.</p>	<p>Funding sources: \$36,000 GF (parent coord. budget)</p>	<p>All sites are making considerable effort to get parent representation from the targeted student groups and this has resulted in increased parental involvement. Some sites have hired a Bilingual Site Parent Liaison to help bridge the gap. Training and support is being provided at all sites to increase the awareness of how the many facets of our schools function (graduation requirements, understanding special education, navigating School Loop, Infinite Campus, and Naviance), where and when meetings occur, and where to get continued help and support. Sustained and balanced parental involvement is a high priority for the District. The District's parent coordinator in collaboration with the San Mateo County Office of Education coordinated and implemented the Parent Project in three of our five schools.</p>	<p>\$36,000.00</p>
<p>Scope of service: LEA-wide</p> <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Specify) _____</p>		<p>Scope of service: LEA -wide</p> <p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> OtherSpecify _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>To ensure clear communication regarding the LCAP amongst all parent groups, we need to create opportunities for the Bilingual Parent Liaisons and Parent Teacher Associate Presidents to meet and/or communicate regularly. The same holds true for including the Bilingual Resource Teachers in some of the meetings where parent activities are discussed and/or planned for the entire school year. We also need to identify means by which we can collect participation data and also encourage more parents of the "targeted groups" become involved in decision making groups such as School Site Council. We also need to ensure the Parent Project is implemented at Woodside and Carlmont.</p>		

Original GOAL #4 from prior year LCAP:	Increase the A-G completion rate for "All" by 5% each year and decrease the gap between "All" students and each applicable pupil subgroup each year by 10%.						Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify					
Goal Applies to:	Schools:	All										
	Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:	"All" annual increase goal factor: 1.05						Annual gap reduction factor: 0.90					
		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15
	All	48.3	50.7	Latino	25.9	30.6	SWD	9.6	15.9	Foster	0.0	7.2
	Afri. Am	18.4	23.8	Pac. Is.	28.2	32.6	SED	21.6	26.7			
	Asian *	72.8	*≥70.0	White *	70.6	*≥70.0	EL+ RFEP	26.1	30.7			
* Population total is too small to maintain student confidentiality												
Actual Annual Measurable Outcomes	Group	2012-13	Expected Amount of Growth 5% of Gap from 55.5%		Expected 2013-14	Actual % 2013-14		Target				
	African American	23.5	1.6		25.1	26.9		MET				
	*Asian	76.3	Above 70		Above 70	81.3		MET				
	Latino	32.6	1.1		33.7	43		MET				
	Pac Islander	35.5	1.0		36.5	25.8		NOT MET				
	*White	74.5	Above 70		Above 70	78.6		MET				
	Students with Disabilities	15	2.0		17.0	15.9		NOT MET				
	SED	28	1.4		29.4	37.2		MET				
	Eng Learners + RFEP	31.2	1.2		32.4	38.7		MET				
	**Foster	N/A	N/A		N/A	N/A		N/A				
LCAP Year: 2014-15												
Planned Actions/Services						Actual Actions/Services						

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>(ALL)</p> <ul style="list-style-type: none"> Continue to align graduation requirements with courses that meet A-G subject area courses. Increase target student groups' awareness of A-G and the value of meeting these requirements. Increase placement of students in A-G accepted coursework. Include World Languages levels 3-4/AP/IB in CTE-approved graduation-requirement courses. Collaborate with Equal Opportunity Schools (EOS) to increase AP and Honors enrollment. Continue to increase AVID sections. Continue Co-teaching. Increase priority of making up Ds in summer school master schedule. 	<p>Funding source: \$160,000 GF (AVID) (\$15,000 fee, \$85,000 .6 FTE)</p>	<p>The class of 2014's AG completion rate was 61.2%, a 5.7% increase over the class of 2013's 55.5% AG completion. Great strides were made in Latino AG completion, with 10.4% more of this subgroup making AG than in the year prior (9.1% beyond target). This gain is especially significant as Latino students are the District's largest subgroup. In addition, socioeconomically disadvantaged students AG completion rate grew 9.2%, and EL/RFEP 7.5%. Awareness of AG requirements continues to be on the rise as the information is available throughout our District on school and District websites, in literature sent out to families, in parent education meetings, and focused on during conferences between students (and parents) with their respective counselors. Parents receive this information regularly starting as their student transitions into our schools and students receive it regularly (several times annually) when meeting with their guidance counselor and from subject area staff.. In addition, as of the 2014-15 school year, all four comprehensive sites have all tenth and eleventh graders take the PSAT, and three of the four schools send all freshmen to visit college campuses. In fall of 2014, all counseling departments took retreats to look at spreadsheets of seniors who were on the cusp of meeting UC AG and made individualized plans to get students to this goal. This spring, counseling departments are each taking a day retreat to make plans for current juniors. All sites have eight sections of AVID, serving an average of 200 students per site. Each site also has an AVID coordinator with a release period to oversee the task of helping to raise subgroup AG completion rates. Coteaching continues to be funded across the District. In addition, partner programs who have obtained parental permission have been given access to the School Loop information of the students they support in their after school programs, increasing the number of supports available to students in their quest for A-G.</p>	<p>\$260,000.00</p>

Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		There is a need to look at what services could be improved, enhanced and/or added to support students with disabilities as well as Pacific Islanders to ensure we increase the % of them enrolling and completing A-G courses.	

Original GOAL #5 from prior year LCAP:	Increase the number of “All” students who take at least one AP/IB/AS/ICAP course by 5% each year and decrease the gap between “All” students and each applicable pupil subgroup each year by 10%.							Related State and/or Local Priorities: 1__ 2__ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify __				
Goal Applies to:	Schools:	All- Special attention to Menlo-Atherton and Woodside										
	Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:	“All” annual increase goal factor: 1.05 Annual gap reduction factor: 0.90											
		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15		2012-13 - 13	2014-15
	All	53.3	56.0	Latino	36.4	40.8	SWD	10.7	17.6	Foster	0.0	8.0
	Afri. Am	21.8	27.6	Pac. Is.	23.1	28.8	SED	31.2	36.1			
	Asian	77.4	Maintain ≥ 71.0	White	71.4	Maintain ≥ 71.0	EL+ RFEP	34.1	38.7			
Actual Annual Measurable Outcomes												
	Group	2012-13	Expected Amount of Growth 5% of Gap from 60.2				Expected 2013-14		Actual % 2013-14		Target	
	African American	27.9	1.6				29.5		26.9		NOT MET	
	*Asian	81.2	Above 80				Above 80		75.6		NOT MET	
	Latino	45.8	0.7				46.5		47		MET	
	Pac Islander	29	1.6				30.6		22.6		NOT MET	
	*White	75.2	Above 70				Above 70		77.4		MET	
	Students with Disabilities	16.7	2.2				18.9		12.5		NOT MET	
	SED	40.4	1.0				41.4		43.7		MET	
	Eng Learners + RFEP	43.7	0.8				44.5		45.1		MET	
**Foster	N/A	N/A				N/A		N/A		N/A		

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
(ALL) Work with Equal Opportunity Schools (EOS) to identify more traditionally underserved students to take one or more AP/IB courses. Continue to increase AVID sections. Provide support services to M-A & WD students and teachers of AP classes which experience growth due to increase of diverse AP-ready students who were not previously involved in AP.	Funding source for c: covered by funding source in Goal #4	From 2012-13, the District's percent of students participating in AP/IB grew by 5.2%. Growth between 2013-14 and 2014-15 of all students taking at least one AP/IB course was 1.8%. Growth was not as substantial in 2013-14 because of the push in this direction in 2012-13. Latino participation still grew 1.2%, EL and RFEP 1.4%. Socio-economically disadvantaged students had the greatest gains, with 3.3% more members of this subgroup participating in AP/IB this year than had the year prior. All four of the comprehensive sites have used one of two methods to identify more traditionally underserved students to enroll in one or more AP/IB courses: College Board AP Potential list of students or by working in collaboration with EOS. One site in particular demonstrated an increase of 13% in AP enrollment by "underrepresented" students while a second site identified several strategies they put in place to support "AP First timer" as well as set procedures to ensure students did not "drop" AP courses without consultations and/or true reasons. Two of the four schools collaborated with EOS during the 2013-14 school year to identify students for the 2014-15 school year. In 2015-16, the District's other two schools will follow suit. In addition, Sequoia High School, which serves the largest percentage of traditionally underrepresented students in AP/IB courses, was chosen to work with IB as a model of how they have made IB accessible to a high percentage of underrepresented students. School sites counselors encourage underrepresented students to enroll in AVID in an effort to prepare them for AP classes once in high school. AVID students develop and review their 4year plan annually, a part of which is successful completion of AP/IB courses.		\$0.00
Scope of service:	LEA-wide (a & b), Site (c)	Scope of service:	LEA-wide	

<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We need to start gathering data on the number/percent of students enrolling in AP/IB courses and not successfully completing them, and try to figure out what is keeping the students from completing the courses. We also need to assist sites in developing support systems for “first time” AP/IB takers to ensure they remain in the courses and successfully complete them. While the data does not show it, we have seen an increase of students of color taking AP/IB courses. We need to continue working with our partners and continue to increase the rates of students enrolling and successfully completing such courses.		

Original GOAL #6 from prior year LCAP:	Decrease the dropout rate for "All" students by 5% each year and decrease the gap between "All" students and each applicable pupil subgroup each year by 10%.						Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____					
Goal Applies to:	Schools:	All- Special attention to Redwood High										
	Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:	"All" annual decrease goal factor: 0.95 Annual gap reduction factor: 0.90											
		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15
	All	2.8	2.7	Latino	4.3	4.0	SWD	1.0	Maintain ≤ 1.5	RFEP	2.8	2.7
	Afri. Am	2.4	Maintain ≤ 2.4	Pac. Is.	4.5	4.2	SED	3.0	2.8	Foster *	N/A	N/A
	Asian	1.1	Maintain ≤ 1.5	White	1.2	Maintain ≤ 1.5	EL	3.1	2.9			
*Population total is too small to maintain confidentiality												

Actual Annual Measurable Outcomes:	Group	2012-13	Expected Amount of Growth 5% of Gap from 2.8	Expected 2013-14	Actual 1 % 2013-14	Target
	District All Students	2.8	-0.14	2.7	4.5	NOT MET
	African American	2.4	Below 2.4	Below 2.4	0	MET
	Asian	1.1	Below 1.5	Below 1.5	0	MET
	Latino	4.3	-0.075	4.2	7.3	NOT MET
	Pac Islander	4.5	-0.085	4.4	4.9	NOT MET
	White	1.2	Below 1.5	Below 1.5	2.1	NOT MET
	Students with Disabilities	1	Below 1.5	Below 1.5	5.9	NOT MET
	SED	3	-0.01	3.0	7.9	NOT MET
	Eng Learners	3.1	-0.015	3.1	15.2	NOT MET
	RFEP	2.8	Below 2.8	Below 2.8	2.5	MET
	*Foster	N/A		N/A	N/A	N/A
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures

<p>(ALL): Identify/maintain a 9th-grade Transition Specialists at each site to provide direct support services to all freshmen students identified with poor attendance or low G.P.A. Investigate and plan for additional dropout intervention at RD.</p>	<p>Funding source: \$176,000 GF (specialists release time: 2 per./site)</p>	<p>While data will not be complete until the end of the school year, several interventions now in place are resulting in a positive trend. All the comprehensive sites added an Aspirations Advocate to help track and support “most at risk” 9th graders. At three of the District’s high schools, this advocate is on full time release. Sites have implemented quarterly intervention meetings with students in danger of dropping out as evidenced by gpa and attendance. At the continuation high school, a Bilingual Site Parent Liaison was hired to focus on re-enrolling students and also to work towards improving students’ attendance. An independent study teacher, also at the continuation high school, supports 5th year seniors to help them graduate. As part of the Redwood Task Force recommendations, Adult School will now have a classroom on the Redwood campus to help serve potential dropouts.</p>	<p>\$176,000.00</p>
<p>Scope of service: LEA-wide</p>		<p>Scope of service: LEA-wide</p>	
<p><u> X </u> ALL</p>		<p><u> X </u> ALL</p>	
<p>OR: <u> </u> Low Income pupils <u> X </u> English Learners</p>		<p>OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster</p>	
<p><u> X </u> Foster Youth <u> X </u> RFEP <u> </u> Other</p>		<p>Youth <u> </u> RFEP <u> </u> Other</p>	
<p>Subgroups:(Specify)_____</p>		<p>Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We are confident that the time, energy and efforts that have been and continue to be invested in Redwood, will definitely show positive results in the end. However, we need to review the current practices at the comprehensive sites to address our deficiencies with the six targeted group of students whose percent of “dropping” is not decreasing at the rate we would like it to be. Furthermore, as a District, we did not meet our goal, thus, we need to revisit our current practices.</p> <p>We also will consider combining this goal with goal #7-10 since they all address “school climate”.</p>		

Original GOAL #7 from prior year LCAP:	Decrease the suspension rate for “All” students by 5% each year and decrease the gap between “All” students and each applicable pupil subgroup each year by 10%.						Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify ____					
Goal Applies to:	Schools:	All										
	Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:	“All” annual decrease goal factor: 0.95 Annual gap reduction factor: 0.90											
		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15
	All	8.4	8.0	Latino	11.8	11.0	SWD	15.7	14.6	RFEP	9.1	8.6
	Afri. Am	22.1	20.3	Pac. Is.	18.1	16.7	SED	14.4	13.4	Foster *	5.6	Maintain ≤ 5.6
	Asian	2.6	Maintain ≤ 3.3	White	3.3	Maintain ≤ 3.3	EL	16.6	15.4			

Actual Annual Measurable Outcomes:	Group	2012-13	Expected Amount of Growth 5% of Gap from 0	Expected 2013-14	Actual % 2013-14	Target
	District All Students	8.4	-0.4	8.0	7.2	MET
	African American	22.1	-0.7	21.4	14.7	MET
	*Asian	2.6	Below 3.3	Below 3.3	0.7	MET
	Latino	11.8	-0.2	11.6	11	MET
	Pac Islander	18.1	-0.5	17.6	17.3	MET
	*White	3.3	Below 3.3	Below 3.3	2.4	MET
	Students with Disabilities	15.7	-0.4	15.3	15	MET
	SED	14.4	-0.3	14.1	13	MET
	Eng Learners	16.6	-0.4	16.2	16.4	NOT MET
	RFEP	9.1	0.0	9.1	8.5	MET
	**Foster	N/A	N/A	N/A	N/A	N/A
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
						Estimated Actual Annual Expenditures

(ALL): Maintain support programs (e.g. Positive Behavior & Intervention Support [PBIS] and/or restorative justice) to reduce suspensions at all sites. Fund and maintain programs (e.g. Alternative to Suspension, Team Ascent, mental health services) to reduce suspensions and implement alternatives to suspension programs at all sites. 		Funding source: \$28,500 GF (alternative to suspensions)	In 2013-14, the District beat its declining suspension target, dropping by 1.2%. African American suspensions showed the greatest drop at 6.7%, but all subgroups also decreased in suspension numbers. The District continues to provide Positive Behavior and Intervention Support on all campuses, as well as Aspiration Advocates at all four comprehensive sites. In addition, the District's most at risk incoming students receive positive and proactive summer programs the summer before students enter ninth grade. These programs have made it possible for the District to provide more positive and proactive interventions that keep students from reaching the point where suspension is in order. With such measures, the District's suspension rate continues to drop.	\$28,500.00
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:(Specify)_____			Scope of service: LEA-wide <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Combine this goal with goals#6, #8-10 since they all reflect "school climate".		

Original GOAL #8 from prior year LCAP:		Decrease the expulsion rate for “All” students by 5% each year and decrease the gap between “All” students and each applicable pupil subgroup each year by 10%.						Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify ____					
Goal Applies to:		Schools:	All										
		Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:		“All” annual decrease goal factor: 0.95 Annual gap reduction factor: 0.90											
			2012-13	2014-15		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15
		All	0.48	0.46	Latino	0.66	0.61	SWD	0.97	0.90	RFEP	0.62	0.58
		Afri. Am	2.87	2.61	Pac. Is.	2.60	2.36	SED	0.89	0.83	Foster	0.00	*≤0.10
		Asian *	0.00	*≤0.01	White *	0.07	*≤0.10	EL	0.98	0.91			
		* Population total is too small to maintain student confidentiality											
Actual Annual Measurable Outcomes:		Group		2012-13	Expected Decrease 5% of Gap from 0		Expected 2013-14	Actual % 2013-14		Target			
		District All Students		0.480	-0.024		0.456	0.380		MET			
		African American		2.87	-0.120		2.751	0.000		MET			
		*Asian		0	Below 0.10		Below 0.10	0.000		MET			
		Latino		0.66	-0.009		0.651	0.695		NOT MET			
		Pac Islander		2.6	-0.106		2.494	0.490		MET			
		*White		0.07	Below 0.10		Below 0.10	0.100		MET			
		Students with Disabilities		0.97	-0.025		0.946	0.940		MET			
		SED		0.89	-0.021		0.870	0.630		MET			
		Eng Learners		0.98	-0.025		0.955	1.140		NOT MET			
		RFEP		0.62	-0.007		0.613	0.400		MET			
		**Foster (Population Too Small to maintain confidentiality)		N/A	N/A		N/A	N/A		N/A			

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
(ALL): Maintain support programs to reduce expulsions at all sites. SUHSD Board of Trustees will continue to review for approval every recommendation for expulsion with a high level of scrutiny. Fund Opportunity School. Maintain fifth counselor at each comprehensive high school.	Funding source: \$500,000 GF (counselors) , \$30,000 GF (.5 FTE @ RD)	District wide, the expulsion rate continues to plummet. In 2012-13, 39 students were expelled. In 2013-14, that number fell to 32, and in 2013-14, it dropped to 22. Students most asterisks are given positive support right from the start in summer programs and then their work with Aspiration Advocates. In addition, when a student does come up for expulsion, principals are required to attend the Board's closed session review of the expulsion packet to answer any questions, making sure that due diligence is done in each potential expulsion case.	\$530,000.00
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<u> X </u> ALL		<u> X </u> ALL	
OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> RFEP <u> </u> Other Subgroups:(Specify)_____		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> RFEP <u> </u> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Combine this goal with Goal #6-7 and #9-10.		

Original GOAL #9 from prior year LCAP:	Increase the percent of "All" freshmen who earn 30 credits after their first semester by 5% each year and decrease the gap between "All" students and each applicable pupil subgroup each year by 10%						Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify ____					
Goal Applies to:	Schools:	All										
	Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:	"All" annual increase goal factor: 1.05 Annual gap reduction factor: 0.90											
		2013-14	2014-15		2013-14	2014-15		2013-14	2014-15		2013-14	2014-15
	All	82.5	86.6	Latino	74.8	79.7	SWD	70.9	76.2	RFEP	80.5	84.8
	Afri. Am	71.7	76.9	Pac. Is.	66.0	71.8	SED	71.2	76.5	Foster	N/A	N/A
	Asian *	94.8	* ≥90	White *	90.0	* ≥90	EL	67.8	73.4			
* Population total is too small to maintain student confidentiality												

Actual Annual
Measurable
Outcomes:

Group	2013-14	Expected Amount of Growth 5% of Gap of 100%	Expected 2014-15	Actual % 2014-15	Target
District All Students	82.5	0.9	83.4	83.9	MET
African American	71.7	0.5	72.2	74.5	MET
**Asian	94.8	Above 90%	Above 90%	99.5	MET
Latino	74.8	0.4	75.2	74.2	NOT MET
Pac Islander	66	0.8	66.8	66.7	NOT MET
**White	90	Above 90%	Above 90%	92.7	MET
Students with Disabilities	70.9	0.6	71.5	79.9	MET
SED	71.2	0.6	71.8	71.2	NOT MET
English Learner	67.8	0.7	68.5	69.8	MET
RFEP	80.5	0.1	80.6	76.6	NOT MET
**Foster	N/A	N/A	N/A	N/A	N/A
**Population Too Small to maintain confidentiality					

LCAP Year: 2014-15

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

(ALL): Utilize District-wide subject area placement criteria and Co-teaching to ensure accurate and equitable educational opportunities for all students. Compass and additional Program Improvement-related course sections. Increase summer school offerings to provide freshmen opportunity to recover subject-area credit when remediation courses prevented access. Provide support via 9th-grade Transition Specialists. Maintain Opportunity Program as an intervention. Increase visibility of, and participation in, Independent Study School.		Funding Source: \$116,000 GF (Compass summer)	The District exceeded its goal in numbers of freshmen earning 30 or more credits by the end of first semester. With CST scores no longer available as a tool for student placement, this year the District adopted Let’s Go Learn as a second measure for student placement. Let’s Go Learn is used in conjunction with MDTP and the GMRT to correctly place incoming ninth graders. In addition, this year middle school principals are identifying students who have struggled behaviorally so they can be offered summer enrichment and prevention before ninth grade even begins. District wide, we continue to support most at risk incoming 9th graders students through summer programs like Compass, the Tri-District Summer Math Institute, ALearn, Honor’s Institute and Team Ascent. The goal is to have students “bought in” to school and have the tools to succeed before the start of their freshman year. Support classes in math and English are provided for freshmen whose student placement 2014-15 SUHSD LCAP Annual Progress 2013-14 GOALS 2014-15 ACTIONS 2014-15 District Progress scores indicate the need, and the District continues to offer several team taught classes at each site, as well as study skills for students with special needs and additional EL support courses for English as a Second Language students.	\$116,000.00
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<u> X </u> ALL			<u> X </u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Continue with this goal: In fall of 2015, Combine this goal with goals #6-10, ensuring that we continue with the Aspiration Advocates program and looking at how we can enhance it such as:

- Aspiration Advocates will continue to have a fulltime released teacher at three of our comprehensive school to monitor academic progress and provide counsel to our most at risk 9th graders.
- The District will also continue to partner with BUILD, College Track, the Boys and Girls Club, and Up Upward Bound to support students that do not qualify for the Aspiration Advocates program.

Original GOAL #10 from prior year LCAP:	Increase the number of "All" students who successfully complete the required courses for graduation by 5% each year and decrease the gap between "All" students and each applicable pupil subgroup each year by 10%.						Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ <u>X</u> 8_ <u>X</u> COE only: 9__ 10__ Local : Specify ____					
Goal Applies to:	Schools:	All- Special attention to Adult School										
	Applicable Pupil Subgroups:	All as well as all subgroups (African American, Asian, Latino, Pacific Islander, White, SWD, SED, ELRFEP, Foster)										
Expected Annual Measurable Outcomes:	"All" annual increase goal factor: 1.05 Annual gap reduction factor: 0.90											
		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15		2012-13	2014-15
	All	77.8	81.7	Latino	67.8	72.7	SWD	72.8	77.2	Foster	N/A	N/A
	Afri. Am	60.7	66.3	Pac. Is.	62.7	68.1	SED	76.3	80.3			
	Asian	94.3	Maintain ≥ 90.0	White	90.1	Maintain ≥ 90.0	EL + RFEP	7.6	80.6			

Actual Annual Measurable Outcomes:	Group	2012-13	Expected Amount of Growth 5% of Gap of 100%	Expected 2013-14	Actual % 2013-14	Target
	District All Students	77.8	1.1	78.9	75.1	Not Met
	African American	60.7	0.86	61.6	67.9	Met
	*Asian	94.3	Above 90	Above 90	88.8	Not Met
	Latino	67.8	0.50	68.3	66.3	Not Met
	Pac Islander	62.7	0.76	63.5	56.1	Not Met
	*White	90.1	Above 90	Above 90	93.3	Met
	Students with Disabilities	72.8	0.25	73.1	58.9	Not Met
	SED	76.3	0.08	76.4	63.1	Not Met
	Eng Learners + RFEP	76.6	0.06	76.7	70.0	Not Met
	**Foster	N/A	N/A	N/A	N/A	N/A
	**Population Too Small to maintain confidentiality					

LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures
(ALL): Support summer offerings that provide students access to subject area credits not attainable when enrolled non-credit-bearing remediation courses. Increase participation in SUHSD's adult school's concurrent enrollment for high school students. (Maintain funding) Increase participation in online credit recovery so that all purchased credit recovery (e.g. APEX, Cyber High) are utilized. Continue Co-teaching.		Funding source: \$5,000 GF (Apex), \$73,000 (conc. Enroll)	State information on this item is embargoed until April 1st when the data will be added to the LCAP. Counselors regularly monitor student progress towards graduation. With the implementation of School Loop, students and families are able to access their progress. Cyber High has proven to be an effective resource for credit recovery and we will continue to use this tool to provide repeat courses to students.			\$78,000.00
Scope of service:	LEA-wide		Scope of service:	LEA-wide		
X ALL			X ALL			

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> RFEP <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> RFEP <input type="checkbox"/> Other(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with Cyber High. Combine Goals #6-10.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds	\$ <u>3,472,293.00</u>
<p>The SUHSD provides a wide array of core and support services to its students. Section 2 outlines some of the support services--totaling \$3,475,000.00--for low income, EL, FY and RFEP students, which are above and beyond what all students receive. One key strategy is to provide identified students, the majority of which are low income, with the support classes needed to be successful in meeting high school academic standards, graduation requirements and A-G requirement. According to the number of students each school has who need ELA or Math support classes--based on district multiple measures--additional FTE will be allocated to offer the additional support classes. Depending on the need of each school, these classes may be algebra support, ELA support or intervention, ELD or ELD/ELA support. For 2015/16, the total number of additional FTE is 14. Another key strategy is to provide designated site and district staff to focus on specific student groups. At the site level, a Bilingual Resource Teacher (BRT) will work with teachers, counselors and administration to ensure that English Learners and RFEP students receive the differentiated services that are particular to the needs of these two student groups. The BRTs will also work with parents to ensure that they are better informed with respect to their students' education. Also at the site level, an administrator will be identified as the person to oversee and monitor the progress of our Foster Youth. They will collaborate with the District FY Liaison and Wellness Coordinator to ensure proper procedures are set in place to better support this group of students. At the district level, "categorical" staff will help coordinate districtwide services for unduplicated pupils by serving as liaisons to county, state and federal educational agencies and working with all sites to ensure effective differentiated core and support services are provided.</p> <p>We believe that the combination of these services are the most effective use of our limited "Calculated amount" of funds to meet the district's goals for unduplicated pupils in the state priority areas for the following reasons. First, since the most effective academic intervention is that which is offered by highly qualified teachers during the regular academic day, we will invest in offering additional core support classes during the regular school day. In addition, limited and focused after school tutoring will complement the core and support classes. Second, by dedicating site and district level staff to focus on our unduplicated pupils, we will ensure that these students' particular needs are identified well, thus, individually and effectively addressed.</p>	

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

5.19	%
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As a basic aid district, we are fortunate to be able to provide supports to our students well above and beyond the LCAP's 5.19%. From the integration of Common Core, to the transition of 8th graders to their first year of high school, to AVID sections to bolster first generation students to meet the UC A-G, the LCAP provided an opportunity to highlight some of what we do for our unduplicated students.

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

Sequoia Union HSD

Board Policy

Paid Sick Leave for Temporary or Substitute Personnel

BP [INSERT NUMBER]
Personnel

Any temporary or substitute employee of the District who works for 30 or more days within a year of his/her employment shall be credited on **July 1** of each calendar year of employment with 24 hours of paid sick leave for use during that same year. Temporary or substitute employees hired after July 1 will be credited with 24 hours of paid sick leave for the 12 months following his/her date of hire. Unused sick leave shall not carry over to the following year of employment.

A temporary or substitute employee may use accrued sick leave for absences due to:

1. The diagnosis, care or treatment of an existing health condition of, or preventative care for, the employee or his/her family member (which includes: a biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, regardless of age or dependency status; a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or the employee's spouse or registered domestic partner, or a person who stood in loco parentis when the employee was a minor child; a spouse; a registered domestic partner; a grandparent; a grandchild; or a sibling); and/or
2. The need of the employee to take preventative measures, or obtain or seek any relief or medical attention for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking.

If the need for sick leave is foreseeable, an employee must provide reasonable advance notice – either orally or in writing – to his/her supervisor of an absence from work. If the use of sick leave is unforeseeable, an employee must provide notice – either orally or in writing -- to his/her supervisor of the need to use sick leave as soon as practicable. In all circumstances, an employee is responsible for specifying the underlying reason in general terms for use of sick leave, so that the absence may be designated as sick leave. Failure to obtain approval as soon as possible after determining the need to take such leave may result in discipline.

Sick leave may be used in increments of two hours or greater to cover all or part of a work day. Sick leave benefits will be based upon the employee's current regular rate of pay. If an employee

has two different rates of pay during the 90 days of employment before taking sick leave, sick leave will be paid upon an average of the two rates of pay.

Employees using sick leave are not required to search for or find a replacement employee to cover their designated sick-leave absence.

Separation From Employment & Rehire

An employee who separates from employment with the District will not be paid out unused sick leave at separation. If an employee is rehired within the same 12-month period in which the separation occurred, and the employee previously qualified for use of sick leave, the employee will receive back the unused portion of his/her annual sick leave allotment and will be able to use that time as of the date of rehire. If the employee is hired back within 12 months of his/her separation from employment, and the employee previously qualified for use of sick leave, but the reemployment occurs in a new 12-month period from July 1 to June 30, the employee will receive the full 3 days or 24 hours of sick leave for the new 12-month period and will be eligible to use it upon rehire. If the employee did not qualify to use sick leave (i.e., did not work in California 30 or more days within a year from the commencement of the prior employment to the time of rehire), the employee may begin using his/her allotted sick leave after working in California for 30 or more days within a year from the commencement of his/her reemployment.

Discrimination & Retaliation Prohibited

No employee shall be denied the right to use accrued sick days and the District shall not in any way discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code sections 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code sections 245-249 and in BP 4160/4260/4360.

Legal Reference:

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

Adopted: June 24, 2015 Redwood City, California

**SEQUOIA UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES REGULAR MEETING SCHEDULE FOR 2015-16***(ALL MEETINGS WILL BE HELD AT 480 JAMES AVENUE, REDWOOD CITY, UNLESS OTHERWISE INDICATED)*

DATE	TIME	TYPE OF MEETING
Wednesday, July 22, 2015	5:30 p.m.	Regular Meeting
Wednesday, August 12, 2015	5:30 p.m.	Regular Meeting
Wednesday, September 2, 2015	5:30 p.m.	Regular Meeting
Wednesday, September 16, 2015	5:30 p.m.	Regular Meeting
Wednesday, October 7, 2015	5:30 p.m.	Regular Meeting
Wednesday, October 21, 2015	5:30 p.m.	Regular Meeting
Wednesday, November 4, 2015	5:30 p.m.	Regular Meeting
Wednesday, November 18, 2015	5:30 p.m.	Regular Meeting
Wednesday, December 9, 2015	5:30 p.m.	Regular Meeting
Wednesday, January 20, 2016	5:30 p.m.	Regular Meeting
Wednesday, February 10, 2016	5:30 p.m.	Regular Meeting
Wednesday, February 24, 2016	5:30 p.m.	Regular Meeting
Wednesday, March 9, 2016	5:30 p.m.	Regular Meeting
Wednesday, March 30, 2016	5:30 p.m.	Regular Meeting
Wednesday, April 20, 2016	5:30 p.m.	Regular Meeting
Wednesday, May 11, 2016	5:30 p.m.	Regular Meeting
Wednesday, May 25, 2016	5:30 p.m.	Regular Meeting
Wednesday, June 15, 2016	5:30 p.m.	Regular Meeting
Wednesday, June 29, 2016	5:30 p.m.	Regular Meeting

RESOLUTION NO. 1550

**A RESOLUTION APPROVING ENGINEER'S REPORT, CONFIRMING
DIAGRAM AND ASSESSMENT AND ORDERING LEVY OF ASSESSMENT
FOR FISCAL YEAR 2015-16**

**SEQUOIA UNION HIGH SCHOOL DISTRICT
MAINTENANCE ASSESSMENT DISTRICT**

RESOLVED, by the Board of Trustees (the "Board") of the Sequoia Union High School District (the "District"), County of San Mateo, State of California, that

WHEREAS, by its Resolution No. 1535, A Resolution Directing Preparation of Annual Report for the Sequoia Union High School District Maintenance Assessment District (the "Maintenance Assessment District"), this Board designated SCI Consulting Group as Engineer of Work and ordered said Engineer to make and file a report in writing in accordance with and pursuant to the Landscaping and Lighting Act of 1972;

WHEREAS, the report was duly made and filed with the Clerk of the Board and duly considered by this Board and found to be sufficient in every particular, whereupon it was determined that the report should stand as the Engineer's Report for all subsequent proceedings under and pursuant to the aforesaid resolution, and that June 10, 2015 at the hour of 5:30 p.m. in the Birch Conference Room at the Sequoia Union High School District at 480 James Avenue Redwood City, California, were appointed as the time and place for a hearing by this Board on the question of the levy of the proposed assessment, notice of which hearing was given as required by law; and

WHEREAS, at the appointed time and place the hearing was duly and regularly held, and all persons interested and desiring to be heard were given an opportunity to be heard, and all matters and things pertaining to the levy were fully heard and considered by this Board, and all oral statements and all written protests or communications were duly heard, considered and overruled, and this Board thereby acquired jurisdiction to order the levy and the confirmation of the diagram and assessment prepared by and made a part of the Engineer's Report to pay the costs and expenses thereof;

NOW, THEREFORE, IT IS FOUND, DETERMINED AND ORDERED, that:

1. The public interest, convenience and necessity require that the levy be made.
2. The Maintenance Assessment District benefited by the improvements and assessed to pay the costs and expenses thereof, and the exterior boundaries thereof, are as shown by a map thereof filed in the office of the Clerk of the Board, which map is made a part hereof by reference thereto.

3. The Engineer's Report as a whole and each part thereof, to wit:
 - (a) the Engineer's estimate of the itemized and total costs and expenses of maintaining the improvements and of the incidental expenses in connection therewith;
 - (b) the diagram showing the assessment district, plans and specifications for the improvements to be maintained and the boundaries and dimensions of the respective lots and parcels of land within the Maintenance Assessment District; and
 - (c) the assessment of the total amount of the cost and expenses of the proposed maintenance of the improvements upon the several lots and parcels of land in the Maintenance Assessment District in proportion to the estimated special benefits to be received by such lots and parcels, respectively, from the maintenance, and of the expenses incidental thereto; are finally approved and confirmed.
4. Final adoption and approval of the Engineer's Report as a whole, and of the plans and specifications, estimate of the costs and expenses, the diagram and the assessment, as contained in the report as hereinabove determined and ordered, is intended to and shall refer and apply to the report, or any portion thereof as amended, modified, or revised or corrected by, or pursuant to and in accordance with, any resolution or order, if any, heretofore duly adopted or made by this Board.
5. The assessment to pay the costs and expenses of the maintenance of the improvements for fiscal year 2015-16 is hereby levied. For further particulars pursuant to the provisions of the Landscaping and Lighting Act of 1972, reference is hereby made to the Resolution Directing Preparation of Annual Report.
6. Based on the oral and documentary evidence, including the Engineer's Report, this Board expressly finds and determines (a) that each of the several lots and parcels of land will be specially benefited by the maintenance of the improvements at least in the amount if not more than the amount, of the assessment apportioned against the lots and parcels of land, respectively, and (b) that there is substantial evidence to support, and the weight of the evidence preponderates in favor of, the aforesaid finding and determination as to special benefits.
7. Immediately upon the adoption of this resolution, but in no event later than the third Monday in August following such adoption, the Clerk of the Board shall file a certified copy of this resolution with the Auditor of the County of San Mateo. The Controller is hereby authorized to place the assessment on the property tax roll. Upon such filing, the County Auditor

shall enter on the County assessment roll opposite each lot or parcel of land the amount of assessment thereupon as shown in the assessment. The assessments shall be collected at the same time and in the same manner as County taxes are collected and all laws providing for the collection and enforcement of County taxes shall apply to the collection and enforcement of the assessments. After collection by the County, the net amount of the assessments, after deduction of any compensation due the County for collection, shall be paid to the Sequoia Union High School District.

8. The moneys representing assessments collected by the County shall be deposited in the County Treasury to the credit of the improvement fund previously established under the distinctive designation of the Maintenance Assessment District. Moneys in the improvement fund shall be expended only for the maintenance, servicing, construction or installation of the improvements.

PASSED AND ADOPTED this 10th day of June, 2015, by the following vote:

AYES :

NOES:

ABSENT:

ABSTAIN:

Clerk of the Board
Sequoia Union High School District