Sequoia Union High School District

Local Control Accountability Plan (LCAP)

2015-2016

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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
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. 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. To ensure we had "meaningful engagement" from both parents and	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.

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 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.

Goal #	Is Goal Important	Affirm Goal	Modify Goal	*How Successful were we in Meeting/Implementing Goal?* *Need more Very/Somewhat Information*	
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%

- April 13 (Migrant PAC/DELAC and Woodside HS ELAC)
- April 27 (PTA)
- April 29th (Foster Youth/Homeless Education Parent Meeting)
- May 13th (General Parent Meeting)

We then used stakeholder's input to affirm or modify our goals for the 2015-16 school year. Stakeholders' input was captured via an online survey, making responses easier to convert to data to analyze and evaluate our progress this year, and identify goals (areas of need) for 15-16.

9	90.9% - Yes	78.7%	21.4%	90.9%	7.9%
10	96.3% - Yes	69.6%	30.5%	86.1%	13.3%
Low Income	94.2% - Yes	71.2%	28.5%	80.1%	19.9%
EL/RFEP	95.7% - Yes	69.9%	30.1%	82.4%	17.7%
Foster Youth	95.0% - Yes	68.5%	31.5%	82.3%	17.7%

From the survey, we learned that our stakeholders believed all our goals to be of import, and this validated our efforts. The survey also informed us that, while the goals were important, some could be made better by modifying or clarifying them, especially goals #1a, #1b, and #3, where the percentages of "affirm" or "modify" were near or around 50%. Another portion of the survey asked for written feedback/suggestions/comments, which lead us to the conclusion that some of the goals could be combined as stakeholders felt they measured similar outcomes. Thus in the 2015-16 LCAP, one will see this input reflected in LCAP changes: we have lessened the number of goals while still addressing the eight State Priorities, as well as revamping our original targets. All changes are a result of the input received from stakeholders' review of data and the 2014-15 plan.

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_X_ 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:	• 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: • 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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 recruitment travel expenses.
Research and identify 3-5 recruitment opportunities and begin recruitment efforts locally. Example: • CABE Institute- San Francisco (March 2016) • Teacher Recruitment Fairs • Career/Job Fairs	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop a plan to identify and expand the number of		_X_ALL	

| agencies we partner with for teacher recruitment such as: state universities, county office of education, and/or other institutions that produce highly qualify 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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$30,000 recruitment travel expenses.
Research recruitment opportunities and increase recruitment efforts to other parts of the state, if needed	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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-	_X_ALL	$30,000

	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	recruitment travel expenses.
in 2015-16 and/or 2016-17.			
Research recruitment opportunities and increase recruitment efforts to other states, if needed.	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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_X_ 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:	• 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- 9th/10th CC Units). Science Lead Team develops an NGSS implementation plan.	District-wide	_X_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: • 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	_X_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: - 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 _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____SWD_____	Coaches $370,000 Lead Teachers (Math/English) $200,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	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	_X_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: Designing curriculum aligned to CCSS implementation in Algebra II, US History, LEP Social Studies, and ELD.	District-wide	_X_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-	__ALL	Instructional

groups:	wide	OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient _X_Other Subgroups:(Specify)_____SWD_____	Coaches $370,000 Lead Teachers (Math/English) $200,000
• 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.			

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	• 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	_X_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: • 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	_X_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-	__ALL	Instructional

| into CCSS implementation:
• 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 | OR:
__Low Income pupils _X_English Learners
__Foster Youth __Redesignated fluent English proficient _X_Other
Subgroups:(Specify)_____SWD_____ | Coaches
$370,000

Lead Teachers
(Math/English)
$200,000 |

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_X_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____

Identified Need:	Because of language needs and levels of understanding of our educational system, we currently have several parent groups operating independently at both the site and district 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:	• 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	

• 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:	• 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 _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

<table>
<tr><td colspan="5" align="center">LCAP Year 3: 2017-18</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">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</td></tr>
<tr><td colspan="2" align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td colspan="2">Continue to monitor parent involvement in District and site committees looking at increasing participation annually.</td><td>District-wide</td><td>__ALL

OR:
__Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td><td rowspan="2">Parent Education Coordinator and budget $140,000</td></tr>
<tr><td colspan="2">Continue to convene the District EL PAC committee as per the calendar developed in 2015-16. Modify content/agenda items as needed.</td><td>District-wide</td><td>__ALL

OR:
__Low Income pupils _X_English Learners
_X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____</td></tr>
</table>

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_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :

Students are not meeting English language proficiency as evidenced by the California English Language Development Test (CELDT) nor are they meeting the District's reclassification criteria. For the past two years, SUHSD has not met AMAO 2- Percent of ELs attaining English Proficiency on the CELDT for either group (Less than and More than 5 years) and 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-	__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 _X_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: • 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 _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 2 Expenditures
At the District level, consider the following: • Restructure monthly BRT meeting to include monitoring of LTELs identified as "targeted" group on a quarterly basis; • Collaborate with SMCOE to provide PD for BRT's 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 _X_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: • 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 X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	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 XEnglish 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 XEnglish 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 pupilsXEnglish 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_X_ 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 *(Population too small to maintain confidentiality)*	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:	• 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

Continue to align graduation requirements with courses that meet A-G subject area courses. *(Identify any courses that are required for graduation that could be enhanced to meet A-G requirements and vice versa.)* Continue to fund additional Counselors and College & Career Advisors at each site.	District-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Six Additional Counselors $750,000 4 College/ Career Advisors $500,000
Site-based Activities: • Continue to develop a plan of action to increase target student groups' awareness of "A-G" and the value of meeting these requirements; • Establish baseline data on enrollment and successful completion of A-G courses; • Track and monitor student progress in A-G courses; • Identify and create a plan of action for juniors and/or seniors in need of making up A-G courses (credits); • Provide credit recovery for students in need of making up Ds in A-G courses.	District-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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: • 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	__ALL -- OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Monitor AVID students' progress in A-G courses by grade level. Monitor AVID seniors' progress towards meeting A-G requirements and develop a plan for those not meeting requirements: • Enroll students in appropriate A-G courses, as needed: regular school day, Cyber High, APEX, Cañada College etc.	District-wide	__ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_AVID Group	AVID Sections $350,500
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	__ALL -- OR: X Low Income pupils X__English Learners X Foster Youth X Redesignated fluent English proficient __Other Subgroups:(Specify)__SWD_____	Co-Teaching $385,000 Support Classes $1,750,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Continue to align graduation requirements with courses that meet A-G subject area courses, as needed. Continue to fund additional Counselors and College & Career Advisors at each site.	District-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Six Additional Counselors $750,000 4 College/ Career Advisors $500,000

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	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to: • 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	_X_ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AVID Sections $350,500
Continue monitoring and support • English Learners • Foster Youth • AVID Students • Students with Disabilities	District-wide	__ALL --- OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	__ALL --- OR: _X_Low Income pupils X__English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)__SWD_____	Co-Teaching $385,000 Support Classes $1,750,000
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	• Increase the percent of "all" graduating senior meeting A-G requirements by 3% of gap from prior year. • Increase the composite percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% each year.			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Continue to align graduation requirements with courses that meet A-G subject area courses, as needed. Continue to fund additional Counselors and College & Career Advisors at each site.	District-wide	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Six Additional Counselors $750,000 4 College/ Career Advisors $500,000
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	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue to: • 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	_X_ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Continue monitoring and supporting • English Learners • Foster Youth • AVID Students • Students with Disabilities	District-wide	__ALL -- OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Co-Teaching $385,000 AVID Sections $350,500

	Locally Defined Criteria:	Related State and/or Local Priorities:
GOAL 6:	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.	1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE: 9__ 10__ Local : Specify _AP/IB enrollment and completion rates_

Identified Need :	The District needs to continue to work to increase the number of "All" students who take at least one AP/IB course by the end of their senior year and decrease the gap between "All" students and each applicable subgroup each year as per SUHSD Dashboard annual metrics. The current percent of graduating seniors who have taken an AP/IB course is approximately 62%. 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:	• 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	_X_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	__ALL OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_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	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__AVID_____	
Provide academic support services for traditionally underrepresented students in AP/IB courses.		District-wide	_X_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:	• 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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Covered by Goal 5 expenditures
Survey students and staff to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th-10th grade honors courses.	District-wide	__ALL OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
AVID students develop/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	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__AVID_____	
Provide academic support services for traditionally underrepresented students in AP/IB courses.	District-wide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	• 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 implement a plan of action to	District-wide	_X_ALL	Covered by

increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses.	wide	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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	__ALL OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide academic support services for traditionally underrepresented students in AP/IB courses.	District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)__AVID_____	

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	Student Engagement and School Climate:		Related State and/or Local Priorities:
GOAL 7:	All sites will promote positive learning environments for their school communities that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, drop out, suspension, and expulsion rates.		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 9th 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:	• 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	_X_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	_X_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	_X_ 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	X_ 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	X_ 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:	• 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-	_X_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	_X_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	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
• 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	X_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	X_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:	- 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.		__ALL OR: X__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __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.		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Covered by Goal 5

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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:	• 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: • 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 _X_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: • 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 _X_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:
• 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
_X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | |

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	• 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 _X_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 _X_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 _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	• 100% of FY new to our District will be promptly enrolled in the appropriate school and classes • 100% of transferring FY received appropriate credits for work completed		

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	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000 Portion of FY Coordinator's Salary
Continue staff and administrator training on foster youth as needed.	District-wide	__ALL OR: __Low Income pupils __English Learners X__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
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	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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 | | | | | | | |

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 Expenditures		**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.

			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. 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.	
Scope of service:	LEA- wide		Scope of service:	
_X_ALL			_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other (Specify)___			OR: __Low Income pupils __English Learners __Foster Youth __RFEP __Other (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 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. *(SACs and curricular teams will continue to identify gaps between the CCSS and current materials.)* 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:	
_X_ALL			X__ALL	
OR:_X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other:(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

(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.	Funding source: remaining balance of District's $350,000 CCSS allocation: $50,000 GF	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.	$400,000.00
Scope of service: LEA- wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR: _X_Low Income pupils _X_English Learners _X_Foster Youth _X__RFEP _X_Other Subgroups:(Specify)_____SWD_____		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?	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.		

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_X_ 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

(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.	Funding sources: $36,000 GF (parent coord. budget)	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.	$36,000.00
Scope of service: LEA-wide		Scope of service: LEA -wide	
__ALL OR:__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Specify)_____		__ALL OR:__Low Income pupils __English Learners __Foster Youth __RFEP __OtherSpecify_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	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.		

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_X_ 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
(ALL) • 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.	Funding source: $160,000 GF (AVID) ($15,000 fee, $85,000 .6 FTE)	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.	$260,000.00

Scope of service:	LEA-wide			Scope of service:	LEA-wide	
X_ALL OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_RFEP __Other Subgroups:(Specify)__SWD____				_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __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	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	

_X_ ALL OR: _X_ Low Income pupils _X_ English Learners __Foster Youth __RFEP __Other Subgroups:(Specify)_____		__ALL 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?	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

	Group	2012-13	Expected Amount of Growth 5% of Gap from 2.8	Expected 2013-14	Actual % 2013-14	Target
Actual Annual Measurable Outcomes:	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

(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.	Funding source: $176,000 GF (specialists release time: 2 per./site)	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.	$176,000.00
Scope of service: LEA-wide		Scope of service: LEA-wide	
_X_ALL		_X_ALL	
OR:__Low Income pupils _X_English Learners _X_Foster Youth _X_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?	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. We also will consider combining this goal with goal #7-10 since they all address "school climate".		

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 $\leq$ 5.6
Asian	2.6	Maintain $\leq$ 3.3	White	3.3	Maintain $\leq$ 3.3	EL	16.6	15.4			

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

Actual Annual Measurable Outcomes:

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		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		Scope of service: LEA-wide	
_X_ALL OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_RFEP __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __RFEP __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		Budgeted Expenditures	Actual Actions/Services	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	
_X_ALL			_X_ALL	
OR: __Low Income pupils _X_English Learners _X_Foster Youth _X_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?	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

	Group	2013-14	Expected Amount of Growth 5% of Gap of 100%	Expected 2014-15	Actual % 2014-15	Target
Actual Annual Measurable Outcomes:	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	
_X_ ALL			_X_ 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.