

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Sequoia Union High School
District

Contact Name and Title

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2017-20 Plan Summary

The Story

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

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

While there is much to celebrate, the District still has a substantial achievement gap that we are working to close. Due to the area's high cost of living, many of our students live in shared housing and/or have experienced periods of homelessness. In addition, a substantial portion of our student body is second language learners. Though many of our students face learning obstacles, SUHSD has experienced that, with the right supports, all of our students are capable of excelling. From teacher support through professional development, to the implementation of Common Core, Next Generation Science Standards and ELD curriculum, to increased student support services such as alternatives to suspension, Team Ascent, and Sequoia's Aspirations Advocate Program, the District is seeing measures put in place making a difference, especially for our unduplicated student groups. The district offers a rigorous college prep curriculum and support through programs such as: Advancement Via Individual Determination (AVID); BUILD; and CTE Academies. In addition, the District works to grow enrollment in AP/IB courses while lowering dropout and expulsion rates. Look for descriptions of these initiatives among others in the action items that follow.

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

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

LCAP Highlights

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

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

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

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

Goal 3 - Parent Engagement: The Parent Project services, while a continuing service, will be enhanced to include an English version of the project at one of the district's comprehensive site. In addition, a data collection and analysis process will be implemented to better assess the degree to which the program impacts student achievement. In addition, the district will explore and implement events that focus on building the leadership capacity of parents.

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

Goal 5 - College and Career: A couple of highlighted services to improve outcomes for unduplicated students are: Dual Enrollment for ELs (7th Period - Options) and AVID Strategies in Study Skills Courses.

Goal 6 - Student Engagement and School Climate: While addressing all aspects of School Climate, the highlights of Goal 6 are the new actions and services focusing strictly on addressing chronic absenteeism, finding alternatives to suspension, increasing awareness and understanding Mental Health and Trauma through professional development.

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

Review of Performance

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

Greatest Progress

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

Priority 5 - Student Success: Graduation Rates

* English Learners: Color (Yellow), Status (72.3%), Change (+6.7)

* SED: Color (Yellow), Status (80.7%), Change (+0.5)

* Hispanic/Latino: Color (Green), Status (81.6%), Change (+1.9)

Priority 6 - School Climate: Suspension Rates

* Foster Youth: Color (Orange), Change (-2.7)

* African American/Black: Color (Orange), Change (-1.8)

Priority 8 - Broad Course of Study: College and Career

* English Learners: Color (Yellow), Status (14.9%), Change (+4.8)

* SED: Color (Yellow), Status (31.7%), Change (+5.3)

* SWD: Color (Yellow), Status (13.2%), Change (+2.5)

* African American/Black: Color (Yellow), Status (25%), Change (+18.9)

* Hispanic/Latino: Color (Yellow), Status (34.9%), Change (+3.8)

* Pacific Islander: Color (Yellow), Status (16.4%), Change (+7.1)

To continue demonstrating growth for these and all groups of students, the SUHSD has identified actions and services in Goals 5 and 6.

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

Greatest Needs

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

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

These identified needs are addressed in the following 2019-20 LCAP Goals:

- * Priority 6 - School Climate/Suspension: Goal 6 (Student Engagement and School Climate)

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

Performance Gaps

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

Priority 4: Student Achievement

* Academic English Language Arts: All (Green), English Learner (Red), Socioeconomically Disadvantaged (Red), Students with Disabilities (Red), African American/Black (Red), Hispanic/Latino (Red), Pacific Islander (Red)

Priority 5: Student Engagement

* Graduation Rates: All (Yellow), Homeless (Red)

Priority 8: Broad Course of Study

* College and Career: All (Green), English Learner (Yellow), Homeless (Orange), Socioeconomically Disadvantaged (Yellow), Students with Disabilities (Yellow), African American/Black (Yellow), Hispanic/Latino (Yellow), Pacific Islander (Yellow)

To address these performance gaps, the following LCAP Goals outline the steps SUHSD is planning on taking:

- * Priority 4 - Student Achievement: Academic English Language Arts - Goal 2, Goal 4, and Goal 6
- * Priority 5 - Student Engagement: Graduation Rates - Goal 5 and Goal 6
- * Priority 6 - Broad Course of Study: College and Career - Goal 4, Goal 5 and Goal 6

Comprehensive Support and Improvement

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

Schools Identified

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

Redwood High School

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Expected

Demographic breakdown of all teachers hired during current school year.

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

18-19

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

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

Baseline

2016-17 Teacher Hires - Total 82

- African Amer. 2 (2.4%)
- Latino 18 (22%)
- Asian 7 (8.5%)
- Filipino 1 (1.2%)
- Pacific Islander 0 (0%)
- White (Non Hispanic Origin) 54 (65.9%)

2016-17 TIPS Teacher Demographics

- African Amer. 2%
- Latino 28%
- Asian 8%
- Multiracial 5%
- Indian 2%
- White 55%

Metric/Indicator

Number of new teachers participating in PD programs

18-19

Total New Teachers: 75%

Actual

New Hire Breakdown 2018 - 2019

Number Percent

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

2018 - 2019 Student Ethnicity

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

Number of new teachers participating in PD Programs

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

Expected

TIPS Teachers: 100%

Baseline

Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program)

- 4 in cohorts
- 35 in Instructional Strategy PD

Metric/Indicator

Number of teachers completing TIPS Program with the District

18-19

100%

Baseline

2016-17 TIPS Program Numbers: 43 Year I and II Combined

Metric/Indicator

Number of teachers teaching ELD also certified to teach ELA/ELD

18-19

Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.

Baseline

100%

Actual

2018-19 TIPS Induction program enrollment: 42 candidates--26 year 1, 16 year 2; 36 general, 6 ed specialist candidates.

100% of teachers assigned to ELA/ELD are appropriately credentialed

Actions / Services

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

Action 1

Planned Actions/Services

1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate

Actual Actions/Services

District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate

Budgeted Expenditures

1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below)
Obj. Code 1101, 3000
1000-1999: Certificated

Estimated Actual Expenditures

credentials and are highlight to teach both ELD and ELA courses.

credentials and are highlight to teach both ELD and ELA courses.

Personnel Salaries Base
63,180,361

1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below)
Obj. Code 1101, 3000
3000-3999: Employee Benefits Base 13,943,906

Action 2

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)	3.1 Worked with school sites to Identify means to better support new teachers focusing on probationary teachers who reflect demographically our student population.	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,150	
3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	3.2 Provided training and coaching for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in order to increase teacher retention rate.	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 3000-3999: Employee Benefits Supplemental and Concentration \$2,240	

Analysis

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

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

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

As with many districts in California, it is a challenge to meet this goal since we are dependent upon credentialing programs to provide us with teaching candidates who demographically match our student population. There is an overall decline of college students choosing to go into teaching and this includes underrepresented minority students. The high cost of local housing is also a deterrent to the recruitment of qualified candidates. We have found that the most successful strategy is to identify and recruit local candidates for both teaching and administrative positions. The Developing Our Own Program has been successful in providing the opportunity for our classified staff to pursue their teaching credentials in a partnership program with a local university. Many of these candidates live locally and actually graduated from our high schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of students with access to standards-aligned instructional curriculum

18-19

100% Percent of students with access to standards-aligned instructional curriculum

Baseline

100%

Metric/Indicator

Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests

18-19

Increase the CAASPP scores in ELA and Math by 6% from base line:

- ELA- 77.31%
- Math- 57.47%

Baseline

CAASPP Scores 15-16:

Actual

CCSS ELA curriculum and assessments developed; social science textbooks piloted for adoption in 19-20; NGSS training and curriculum development for all biology teachers, CCSS Math Algebra 1 benchmarks developed.

18-19 CAASP Scores:

- ELA: 62.55% met/exceeded standards, -14.76% from 2017-18
- Math: 47.7% met/exceeded standards, -9.77% from 2017-18

Expected

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

Metric/Indicator

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

18-19

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

Baseline

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

Metric/Indicator

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

18-19

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

ELA-:

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

Mathematics (Math):

- Met/Exceeded: 35%
- Nearly Met: 25%

Baseline

ELA- English Learners:

- Met/Exceeded: 6%
- Nearly Met: 26%

Mathematics (Math):

- Met/Exceeded: 5%
- Nearly Met: 9%

Actual

No data was collected in the 18-19 school year for this indicator.

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

- ELA: 6.48% met/exceeded standards, -6.36% from 2017-18
- Math: 3.35% met/exceeded standards, -2.64% from 2017-18

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS	<ul style="list-style-type: none"> English and math lead teachers funded at 0.2 FTE per comprehensive site, a total of 1.6 FTE English leads in progress creating Standards-aligned curriculum developed for English Support and Academic Literacy courses Math leads developed and administered Algebra 1 benchmark NGSS PD and unit development planned in spring semester and will include all district biology teachers Social Science adoption in progress: textbooks for all required courses will be piloted and selected. Math study undertaken to evaluate curriculum and instructional strategies to improve alignment with CCSS math practices 	<p>English and math lead salaries, substitutes, extra hours pay: \$238,000 1000-1999: Certificated Personnel Salaries Base \$238,000</p> <p>English and math lead salaries, substitutes, 3000-3999: Employee Benefits Base \$48,124</p> <p>Textbook adoption, social science; curricular materials for intervention/support classes: \$1,612,946. 4000-4999: Books And Supplies Base \$1,612,946</p> <p>Contracts 5800: Professional/Consulting Services And Operating Expenditures Base \$71,250</p>	
<ul style="list-style-type: none"> Provide English and Math lead teachers to focus on Common Core implementation. Expand NGSS units, course alignment and curriculum materials 			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>2.1 Increase rigor in instruction and assessments; increase student engagement:</p> <ul style="list-style-type: none"> Continue fund instructional coaches to include the technology coach formerly identified in 2017-18 action 4 below). Assign instructional coaches to perform lesson studies in the PD focus areas Provide technology training that supports the PD focus areas 	<p>Instructional coaches funded at 5.2 FTE, allocated in the following areas:</p> <p>1.4 ELA and reading</p> <p>1.2 math</p> <p>0.4 science</p> <p>0.6 social science</p> <p>0.6 special education</p> <p>1.0 Instructional technology</p> <p>Professional development related to rigor, engagement and language support offered during Teacher Orientation Week, June Institute, afternoon PD, and all-staff PD days.</p> <ul style="list-style-type: none"> NGSS PD for all biology teachers Math PD for all district math teachers and co-teachers as part of district math self study. 	<p>2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes 1000-1999: Certificated Personnel Salaries Base \$871,500</p>	
		<p>3000-3999: Employee Benefits Base \$176,217</p>	
		<p>Materials and Supplies: 4000-4999: Books And Supplies Base \$74,000</p>	
		<p>Contracts and conferences: 5000-5999: Services And Other Operating Expenditures Base \$110,000</p>	

Action 3

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

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

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 and 4.2 are embedded in the modified Action 2 above of this goal. The actions themselves are no longer exclusive of the overall professional development plan and hiring of coaches.		0	

Analysis

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

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

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

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

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted and actual expenditures were in line with one another.

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

No changes were made to this goal.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Parent Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Functioning English Language Advisory Committees (ELAC)

18-19

100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Language Advisory Committees (ELAC)

Baseline

100% of ELAC are established and ELAC members are trained on their role and responsibilities

Metric/Indicator

Number of parent meetings/events for all parents coordinated by Parent Teacher Student Association (PTSA) and ELAC

18-19

Maintain

Baseline

Number of events/meetings held at each school site- establish baseline

Metric/Indicator

Actual

100% of ELAC were established and ELAC members were trained on their role and responsibilities

100% of the sites held at least one event that was planned by members of ELAC and PTSA.

Actuals:

Expected

Parent Project Offerings and participation

18-19

Increase overall parent participation by 20% (140 parents) %, and 100% of the schools are represented

Baseline

Parent participation rates and number of sessions offered:

- 2016-17 School year: 118 parents and 5 schools

Metric/Indicator

Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee)

18-19

At least one parent of EL students

Baseline

Establish Baseline

Metric/Indicator

Panorama Family Relationships Survey:
Barriers to Engagement District - Mean Score
Family Engagement District - Mean Score

18-19

Barriers to Engagement - 3 / 5
Family Engagement- 3.5 / 5

Baseline

2017 -18 Panorama Family Relationships Survey Results:
Barriers to Engagement - 4.3 / 5
Family Engagement- 2.3 / 5

Actual

- - A total of 84 parents participated in and complete the Parent Project series during the 2018-19 school year.
- - 100% of the schools hosted at least one Parent Project series during the 2018-19 school year.

Parents of English Learner students participate in the School Site Council or Shared Decision Making Council at 2 of our 4 comprehensive schools.

2018- 2019 Panorama Family Relationships Survey Results:

- - Barriers to Engagement- 4.4 / 5 (Parents/families indicated there were no barriers to engaging them with the school/the schools made efforts to engage parents/families. This is a an increase of .1 from 2018-19.)
- - Family Engagement- 2.3 / 5 (Same results as 2018-19.)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by:</p> <ul style="list-style-type: none"> Allocating funds for site Bilingual Parent Liaisons (BPL) Revising and aligning roles and responsibilities of BPL and <p>BRT</p> <ul style="list-style-type: none"> Monitoring the implementation of federal/state mandates <p>and categorical funded parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.)</p> <p>1.2 Fund personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services.</p> <p>1.3 Assist sites in developing and implementing a site parent engagement plan that addresses and supports sites' needs as identified in their WASC/SPSA and also aligns with LCAP goals. Plan is to include all of that describe below and be inclusive of</p>	<p>1.1 Funded personnel at the site level (Bilingual Parent Liaisons) - support sites' efforts to increase/improve services principally directed to parents of ELs and unduplicated students.</p> <p>1.2 Funded personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services.</p> <p>1.3 Assisted and guided the development of a site level Parent Involvement Plan/Policy. 100% of the sites have such plan.</p> <p>1.4 Purchased Title ICrate License for all schools to support the monitoring of federal/state mandates and categorical funded services.</p>	<p>1.1 Bilingual Parent Liasions 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$450,000</p> <p>1.2 District Level support for Migrant/Unduplicated Students 1000-1999: Certificated Personnel Salaries Title I \$60,000</p> <p>1.1 Bilingual Parent Liasions 3000-3999: Employee Benefits Supplemental and Concentration \$127,080</p> <p>1.2 District Level support for Migrant/Unduplicated Students 3000-3999: Employee Benefits Title I \$12,132</p>	<p>1.1 Bilingual Parent Liaisons</p> <p>1.2 District Level support for Migrant/Unduplicated Students</p> <p>1.1 Bilingual Parent Liaisons</p> <p>1.2 District Level support for Migrant/Unduplicated Students</p> <p>1.4 Title ICrate Licenses 5000-5999: Services And Other Operating Expenditures Title I 4000</p>

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

Contents of Parent Engagement Plan:

- Needs assessment
- Data
- Goals
- Actions/services
- Timeline
- Budget/funding source
- Person(s) responsible

Action 2

Planned
Actions/Services

This action is discontinued.

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action 3

Planned
Actions/Services

3.1 Continue to support Parent Project districtwide with site hosting two series per year.

- Facilitators/Child Care-Benefits/Salary
- Materials/Supplies

(\$50,000/Parent Project, \$5,000/Compass)

3.2 Continue to contract for the SUHSD Parent Education

Series

Actual
Actions/Services

3.1 Parent Project Series- A total of 9 series were offered this year: 4 in the Fall semester and 5 in the Spring semester. The cost included:

- * Facilitators/Child Care (Salary/Benefits)
- * Materials/Supplies

3.2 SUHSD Parent Series-Contract CSM Consulting to provide no more than 20 Parent Education Series during the 2018-19 school year. A minimum of 4

Budgeted
Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$38,000

4000-4999: Books And Supplies Supplemental and Concentration \$12,000

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$60,000

3000-3999: Employee Benefits Supplemental and Concentration \$10,731

Estimated Actual
Expenditures

3.1 Parent Project Series 2000-2999: Classified Personnel Salaries Supplemental and Concentration

3.1 Parent Project Series 3000-3999: Employee Benefits

3.1 Parent Project Series 4000-4999: Books And Supplies

3.2 SUHSD Parent Series-Consultant 5800:

events at each of the comprehensive sites and 2 at Redwood High School.

Professional/Consulting Services
And Operating Expenditures

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 4

Student Achievement - Long Term English Learners:

II English Learners will have access to grade-level curriculum, enroll in mainstream core courses, and graduate from high school with a clear pathway to post-secondary education.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

English Language Progress Indicator (ELPI)- State Dashboard

18-19

Move Up: Color (Green), Level (Medium- 69%),
Status Change (Increased- 2.0%)

Baseline

Spring 2017 Baseline: Color (Orange), Level (Low- 65.6%),
Status Change (Maintained- 0%)

Metric/Indicator

English Language Proficiency Assessment of California (ELPAC)

18-19

Increase rate making progress by 5%

Baseline

Actual

2018 English Language Progress Indicator (ELPI)- No Performance Color was reported for 2018.

Baseline: 2018 Summative ELPAC Results

- -Total number of students tested: 976
- -Total number and percent of students scoring Overall - Level 4: 196 / 20.0%
- -Total number and percent of students scoring Overall - Level 3: 258 / 26.5%

Expected

Spring 2018- Baseline

Metric/Indicator

Percent of EL Reclassified

18-19

Increase total number of EL reclassified by 12% (130 students)

Baseline

CDE 2016-17: 116 students- 8.1% (inclusive of charter schools)- 8.2% (CA, MA, RD, SQ, WD only)

Metric/Indicator

Percent of EL Enrolled in English Support Courses

18-19

Decrease EL Enrollment in Eng. I & II Support to:

- 9th Grade 20% of all 9th

grade ELs

- 10th Grade 5% of all 10th

grade ELs

Baseline

Eng. I & II Support EL Enrollment (10.1.16):

- 9th Grade 32% of all 9th grade ELs
- 10th Grade 19% of all 10th grade ELs

Metric/Indicator

Percent of students Exiting Support Classes mid-year

Actual

- -Total number and percent of students scoring Overall - Level 2: 195 / 20.0%
- -Total number and percent of students scoring Overall - Level 1: 327 / 33.5%

California Department of Education: 2017-2018 DataQuest

Total number/percent of students reclassified (inclusive of charter schools):

- -Total English Learners: 1,444
- -Number Reclassified: 123
- -Percent Reclassified: 8.4%

Total number/percent of students reclassified (Carlmont, Menlo-Atherton, Redwood, Sequoia, and Woodside only):

- -Total English Learners: 858
- -Number: 94
- -Percent: 10.9%

Percent of ELs enrolled in English I or II Support classes as of 11.6.18.

- - 9th Grade: 35% of 9th grade ELs enrolled in English I Support
- -10th Grade: 21% of 10th grade ELs enrolled in English II Support

Percent of students exiting English support classes mid-year:

9th grade- 40/107 (37.4%)

Expected

18-19

Increase by 5% of 17-18 baseline

Baseline

17-18 Base Line

9th Grade - 42/97 (42.3%)

10th Grde - 10/66 (15.2%)

Total Exiting English I and II Support - 52/163 (31.9%)

Metric/Indicator

SBAC- ELA & Math (11th Grade ELs in country 1+ years)

18-19

ELA- English Learners:

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

Mathematics (Math):

- Met/Exceeded: 35%
- Nearly Met: 25%

Baseline

ELA- English Learners:

- Met/Exceeded: 6%
- Nearly Met: 26%

Mathematics (Math):

- Met/Exceeded: 5%
- Nearly Met: 9%

Actual

10th grade- 19/62 (30.6%)

Total exiting English I and II Support - 59/169 (34.9%)

2017-18 SBAC Results- ELA & Math (11th Grade ELs in country 1+ years)

English Language Arts:

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

Math:

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

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student.</p> <p>1.2 Moved to Action 2 below in this goal.</p> <p>1.3 Moved to Action 2 below in this goal.</p> <p>1.4 Continue to hire .4 FTE District BRT- Coordinating and supporting:</p> <ul style="list-style-type: none"> • ELPAC • EL Monitoring Accountability <p>1.5 Continue and increase use of Ellevation:</p> <ul style="list-style-type: none"> • Annual License Fee + 2 days of training • Train 100% of the teachers on Teacher Platform: How to <p>identify and monitor ELs using the monitoring forms and the</p> <p>language proficiency levels.</p> <p>1.6 Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (ex. Individual Learner Plans- students,</p> <p>SSC/WASC Goals, LCAP Goals, etc:)</p> <ul style="list-style-type: none"> • Quarterly Meetings • Site EL Team 	<p>1.1 Funded 3.8 FTE - Site Level Bilingual Resource Teacher</p> <p>1.4 Funded .2 FTE- District Level BRT supporting /coordinating ELPAC</p> <p>1.5 Purchased Annual License for Ellevation + 2 Days of training. Provided training opportunities to teachers via District-wide Professional Development Days, Subject Advisory Committees (SAC), site specific training.</p> <p>1.6 Established a process and timeline for monitoring English Learner student progress using Ellevation. Review of the process, timeline and data analysis took place during already scheduled monthly meetings with Bilingual Resource Teachers. No cost added.</p> <p>1.8 SUHSD 2019-2021 EL Strategic Plan was approved by the board on June 26, 2019. The plan is to implement Fall of 2019.</p> <p>1.9 At \$250 per EL student, a total of \$297,950 was allocated to the schools.</p>	<p>1.1 Site Level BRT- \$564,000</p> <p>1.4 District Level BRT- \$60,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$624,000</p> <p>1.1 Site Level BRT 1000-1999: Certificated Personnel Salaries Title III \$124,000</p> <p>1.5 Ellevation: Annual Fees + Training 5800: Professional/Consulting Services And Operating Expenditures Title I \$17,000</p> <p>1.6 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>1.9 EL support funds - allocation to sites 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$230,200</p> <p>1.8 EL Master Plan Implementation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>1.1 Site Level BRT 3000-3999: Employee Benefits Title III \$3,437</p> <p>1.1 Site Level BRT- \$</p> <p>1.4 District Level BRT- \$</p> <p>1.6 Release/Compensated Time 3000-3999: Employee Benefits Supplemental and Concentration \$127,184</p>	<p>1.1 Site Level BRT</p> <p>1.4 District Level BRT</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p> <p>1.1 Site Level BRT 1000-1999: Certificated Personnel Salaries Title III</p> <p>1.1 Site Level BRT</p> <p>1.4 District Level BRT</p> <p>1.6 Release/Compensated Time 3000-3999: Employee Benefits Supplemental and Concentration</p> <p>1.5 Ellevation 5000-5999: Services And Other Operating Expenditures Title I 19200</p> <p>1.6 Monitoring Process 0</p> <p>1.8 EL Strategic Plan Implementation 0</p> <p>1.9 EL Support Funds- allocation to sites 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration 297950</p>
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- District Leads

1.7 Combined with Action 2 below

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

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supporting Designated ELD/Curriculum and Instruction:			
2.1 Continue to provide Designated ELD training as needed- Approximate numbers:	2.1 This action was not implemented as outlined during the 2018-19 school year. One District Instructional Coach attended Systematic ELD 5-Day Institute as a means of increasing our own leadership capacity in this area.	2.1 Designated ELD training- EL Achieve 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000	
<ul style="list-style-type: none"> • new ELD teachers (4) • District coaches (2) • English Support teachers (4- one per comprehensive site) • Support 2 teachers of ELD to become apprentices of 	2.2 Provided SysELD instructional strategies and curriculum implementation support for ELD III teachers by:	2.2 Designated ELD Implementation Support 3000- 3999: Employee Benefits Supplemental and Concentration \$40,440	
SysELD	<ul style="list-style-type: none"> • contracting with E.L. Achieve (3 Days- Consultation) 	2.3 ELD Curriculum and Assessments Pilot 4000-4999: Books And Supplies Supplemental and Concentration \$5,000	

<ul style="list-style-type: none"> • Send them to participate in EL Achieve - Leadership Institute <p>for SysELD</p> <p>2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)</p> <ul style="list-style-type: none"> • Cohort Stipend: \$1,200 p/teacher X 12 teacher • Cohort Facilitator/Coach Stipend: \$1,200 X 3 <p>2.3 Pilot/Adopt curriculum and assessments for ELD and English I-II Support</p> <ul style="list-style-type: none"> • SysELD Units (6 sets of ELD Unit 1 for each ELD Level- <p>Total 18 Units @ \$275 p/unit)</p> <ul style="list-style-type: none"> • EL Achieve- English Units (4 sets per teacher) <p>2.4 Pilot Co-taught model for students performing at the ELD III level</p> <ul style="list-style-type: none"> • 33% of ELD III students in core mainstream courses (2 <p>sections per site)</p>	
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<p>2.3 Purchased/piloted SysELD Units from E.L. Achieve for ELD III. Three units were purchased for each of the ELD III teachers at each site. (Five sets of each unit were purchased: one for the district and one for each of the comprehensive schools. A total of 15 sets were purchased.)</p> <p>2.4 Piloted Co-taught model classes for students performing at the ELD III level. A total of ____ sections were offered throughout the school year in all the comprehensive schools.</p>	
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<p>2.4 2 Sections per School site @ \$25,000 per section 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p>	
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Analysis

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

For the 2018-19 school year, the District will be looking at revising/refining the job description of the Bilingual Resource Teacher to emphasize instructional support to students and teachers in the classroom. The District will also be looking into selecting and piloting curriculum and assessments in English Language Development. This will support teachers in ensuring well drafted lesson plans aligned to ELD standards. ELD teachers who have completed the Systematic ELD Training will have the opportunity to receive ongoing support from a district coach. New teachers to ELD will be supported by attending a 5-Day Secondary Systematic ELD Institute.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Percent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)

18-19

Increase the percent of "all" graduating senior meeting A-G requirements by 3% of prior year.

Baseline

Class of 2016: 59.1%

Metric/Indicator

Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)

18-19

Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.

Baseline

Actual

17-18 A-G completion 64%, +6.1. from 2016-17

17-18 EL & RFEP A-G completion 31.1%, +3.3% from 2016-17
17-18 Foster Youth A-G completion 0%, -20% from 2016-17
17-18 Homeless A-G completion 15%, +6.7% from 2016-17

Expected

Class of 2016:

- EL & RFEP Combined = 31.2%
- Foster Youth = 20%
- Homeless = 9.1%

Metric/Indicator

Percent of students exceeding Standards: ELA and Math Scores on CAASPP tests

18-19

Increase the CAASPP scores in ELA and Math by 3% from prior year.

Baseline

CAASPP Scores 16-17:

- ELA- 31% Exceeded Standards
- Math – 24% Exceeded Standards

Metric/Indicator

Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone)

18-19

Increase by 3% from the prior year the percent of unduplicated subgroups taking

- a CTE introductory pathway

course

- a CTE concentrator pathway

course (which will in one year

result in capstone course

completion)

Baseline

2017-18 CTE Pathway Rates

Metric/Indicator

Actual

2017-18 ELA: 37.3% exceeded standards, +5.8% from 2016-17

2017-18 Math: 26.9% met/exceeded standards, +2.9% from 2016-17

2017-18 CTE baseline data: ____% introductory course

2017-18 CTE baseline data: ____% concentrator course

2017-18 CTE baseline data: ____% unduplicated students completing introductory course

Expected

Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone)

18-19

Increase by 3% from the prior year the percent of unduplicated subgroups taking

- a CTE introductory pathway

course

- a CTE concentrator pathway

course (which will in one year

result in capstone course

completion)

Baseline

2017-18 CTE Pathway Rates

Metric/Indicator

Percent of graduating seniors taking at least one AP/IB class

18-19

Increase the percent of “all” graduating seniors taking at least one AP/IB course by 3% of prior year

Baseline

Class of 2016: 62.8%

Metric/Indicator

Percent of unduplicated subgroups of graduating seniors who have taken at least one AP/IB class

18-19

Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class

Baseline

Class of 2016

- Hispanics/Latino: 49.6%
- SED: 43.6%

Actual

2017-18 CTE baseline data: ____% unduplicated students completing concentrator course

17-18 seniors taking at least one AP/IB class 66.7%, +3.3% from 2016-17

17-18 Hispanic/Latino taking at least one AP/IB class 50.4%, +.8% from 2016-17

17-18 Foster Youth taking at least one AP/IB class 25%, +25% from 2016-17

17-18 Homeless taking at least one AP/IB class 30%, +13.3% from 2016-17

Expected

- FY/Homeless 12.5%

Metric/Indicator

Percent of students who pass an AP/IB exam with a score of 3 or higher (New)

18-19

Increase over the prior year by 3% the number of students who pass at least one AP/IB exam

Baseline

Class of 2016 AP/IB pass rates: 73.7%

Metric/Indicator

Number of students who pass an AP exam with score of 3 or higher (former)

Baseline

2014-15 Rates from Data Quest:

Number

Total Tested	2,114	Percent of Total Tested
Score 3	1,028	48.6%
Score 4	1,010	47.8%
Score 5	1,075	50.9%

Metric/Indicator

Early Assessment Program Results

18-19

Increase the CAASPP scores in ELA and Math by 3% from baseline:

- ELA- 37%
- Math- 30%

Baseline

CAASPP Scores 16-17:

ELA - 31% Exceeded Standards

Math- 24% Exceeded Standards

Actual

17-18 students passing AP/IB Exam with 3 or higher 75%, baseline more from individual breakout of 3s, 4s and 5s from 2016-17

Updated to above metric/indicator of overall passage rather than by breakout of 3s, 4s or 5s.

2017-18 ELA: 37.3% exceeded standards, +5.8% from 2016-17

2017-18 Math: 26.9% met/exceeded standards, +2.9% from 2016-17

Actions / Services

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

Action 1

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

transferable college courses completed

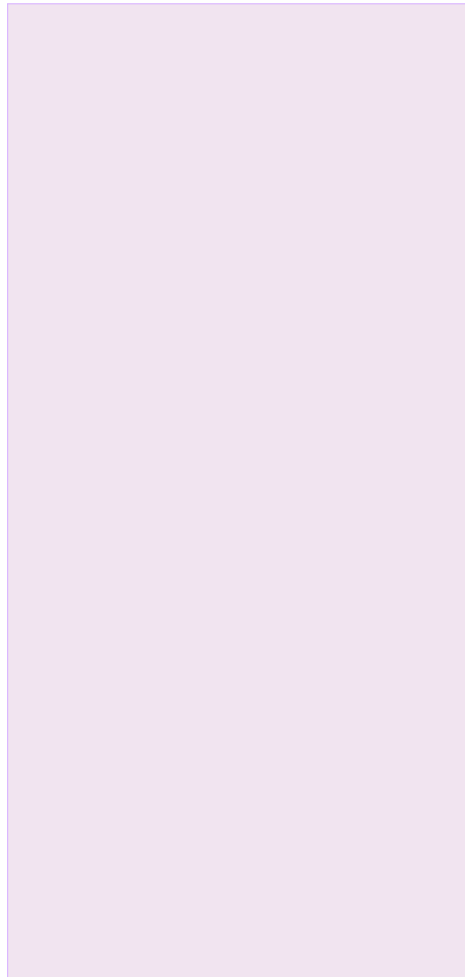
1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices

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

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

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

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



Action 2

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

2.2 Use established system to monitor student progress quarterly or at the end of each semester.		classified 2000-2999: Classified Personnel Salaries AB602 \$3,074,749	
2.3 Continue to support instructional aids assisting in the push-in and pull out model.		2.4 SMCOE 5800: Professional/Consulting Services And Operating Expenditures Base \$518,708	
2.4 Continue to support students with unique needs that cannot be met by district service by providing instruction through the SMCOE.		2.5 Non-Private Schools 5000-5999: Services And Other Operating Expenditures Special Education 3,556,553	
2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.		2.6 Transportation 5800: Professional/Consulting Services And Operating Expenditures AB602 \$2,455,925	
2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs.		Classified 3000-3999: Employee Benefits AB602 \$1,472,466	
		4000-4999: Books And Supplies AB602 \$72,745	
		certificated 3000-3999: Employee Benefits AB602 \$3,113,401	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP: 3.1 English Learners 3.2 Foster Youth (FY)/Homeless 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES)		3.1 Included in Goal 4 Action 1.9 3.2 \$8,000 3.3 \$80,000 3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813	

3.4 Migrant		5800: Professional/Consulting Services And Operating Expenditures Title I \$88,000	
		3.4 Direct services: Migrant 3.4 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Title I \$111,650	
		3000-3999: Employee Benefits Title I \$22,576	

Analysis

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

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

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

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

Our efforts resulted in an overall 6.1% increase in students meeting A-G requirements. EL and RFEP A-G completion rose 3.3%. Homeless students saw a 15% increase in A-G completion, while Foster Youth fell 20%, with neither of the two Foster Youth graduates meeting A-G. Overall CAASPP ELA and math rose 5.8% and 2.9% respectively, though many subgroups saw drops on their performance. CTE data was baseline. AP/IB participation rose 3.3% overall, .8% for Hispanic/Latino, 25% for Foster Youth and

30% for Homeless. Overall passing rates rose from a baseline of 73.7% to 75.2%. Because A-G completion and successful AP/IB participation rose, it was frustrating several subgroups struggled on the CAASPP. However, considering that the CAASPP is two tests on two days, we are pleased that they did not prove to be indicators for UC A-G completion or AP/IB participation, both of which are indicators of performance over time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Metrics for percentile of students passing at least one AP/IB exam was updated so that we now show the percentile of students with a 3 or higher rather than the percentile of students earning a 3, percent earning a 4 and percent earning a 5. Because of the welcome reality that far more students are taking multiple AP/IB courses, tracking in which they got which passing score has become extremely complicated. Knowing simply the percent that passed gets us the information desired. TIDE Academy will now graduate students with 20+ units of college completed and a CTE pathway.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 6

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

School facilities maintained in good repair

18-19

100% of school facilities are in good repair as measured by William's Act Cleanliness Report

Baseline

100% of school facilities are in good repair as measured by William's Act Cleanliness Report

Metric/Indicator

New in 2017-18, Panorama Survey: valued members of the school community; physical and psychological safety at school.

18-19

7,000+ Students completed survey:

Valued members of the school community

Actual

100% of all facilities are in good repair

7,000+ Students completed the Fall 2018 Panorama Survey:

Valued members of the school community
3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey. This result stayed the same as 2017-18 (3.1/5 resulting in 40th percentile).

Physical and psychological safety at school

Expected

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

Physical and psychological safety at school

4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey

Baseline

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

Valued members of the school community

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

Physical and psychological safety at school

3.9/5 resulting in 90th percentile of all national high schools completing the Panorama Survey

Metric/Indicator

Attendance Rates-

(as measured by SUHSD Dashboard- ½ Day Partial/Full Day)

18-19

2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:

- All Students: 94.5%
- Special Education: 93.8%
- Socioeconomically Disadvantaged: 92.5%
- EL & RFEP Combined: 92.5%
- Foster Youth: 88.0%
- Homeless: 88.0%

Baseline

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

Actual

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

2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:

- All Students: 94.2% (remained the same from 2016-17)
- Special Education: 91.9% (decreased 1.4% when compared to 2016-17, 93.3%)
- Socioeconomically Disadvantaged: 91.6% (decreased slightly when compared to 2016-17, 91.8%)
- EL & RFEP Combined: 91.6% (increased slightly when compared to 2016-17, 91.5%)
- Foster Youth: 82.2% (increased 1.9% when compared to 2016-17, 80.3%)
- Homeless: 82.3% (decreased 1.9% when compared to 2016-17, 84.2%)

Expected

- Homeless: 85%

Metric/Indicator

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

18-19

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

Baseline

Baseline established 2017-18:

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

Metric/Indicator

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

18-19

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

Baseline

Baseline established 2017-18:

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

Actual

Chronic Absenteeism data is still unavailable from the California Department of Education (Dashboard).

As reported by the California Department of Education (Fall 2018 Dashboard), graduation rates for the following subgroups are:

- All Students: 89.2% (increased 0.8% over 2016-17 rate)
- African American: 89.3% (decreased 1.6% over 2016-17 rate)
- Hispanic/Latino: 81.6% (increased 1.9% over 2016-17 rate)
- Pacific Islander: 80.3% (decreased 4.9% over 2016-17 rate)
- Special Education: 67.4% (decreased 4.4% over 2016-17 rate)
- EL & RFEP: 72.3% (increased significantly 6.7% over 2016-17 rate)
- Foster Youth: *% (no data, n < 30)
- Homeless: 63.3% (decreased significantly 13.9% over 2016-17 rate)

Expected

- Special Education: 74.6%
- EL & RFEP: 76.9%
- Foster Youth: *%
- Homeless: 78.8%

Metric/Indicator

Suspension rates as measured by the California Department of Education (Dashboard)

18-19

Demonstrate a decrease in the suspension rate for “All” students in general and each applicable pupil subgroup compared to baseline.

- All Students: <4.0%
- African American: <12%
- Hispanic/Latino: <7%
- Pacific Islander: <9%
- Special Education: <10%
- EL & RFEP: <8%
- Foster Youth: <16%

Homeless: <12%

Baseline

2016-17 suspension rates are as follows:

- All Students: 4.4%
- African American: 9.5%
- Hispanic/Latino: 6.5%
- Pacific Islander: 10.1%
- Special Education: 10.1%
- EL & RFEP: 8.8%
- Foster Youth: 21.4%
- Homeless: 6.1%

Metric/Indicator

Number of Expulsions as measured by the California Department of Education (Dashboard)

18-19

Demonstrate a decrease in the number of expulsions for “All” students in general and each applicable pupil subgroup as per 2016-17 SUHSD’s Dashboard.

Actual

It is apparent the previously established baseline data is incorrect when compared to the California Department of Education's Dashboard.

As reported by the California Department of Education (Fall 2018 Dashboard), suspension rates for the following subgroups are:

- All Students: 6.3% (increased 1.1% over 2016-17 rate)
- African American: 11.1% (decreased 1.8% over 2016-17 rate)
- Hispanic/Latino: 9.7% (increased 1.8% over 2016-17 rate)
- Pacific Islander: 15.2% (increased 1.8% over 2016-17 rate)
- Special Education: 14.1% (increased 2.9% over 2016-17 rate)
- EL & RFEP: 14.8% (increased significantly 4.6% over 2016-17 rate)
- Foster Youth: 23.3% (decreased 2.7% over 2016-17 rate)
- Homeless: 19.1% (increased 8.8% over 2016-17 rate)

The California Department of Education (Dashboard) does not track expulsion rates, but this data is available from the California Department of Education via DataQuest. The total number of expulsions from Sequoia Union High School District, including charter schools, for 2017-18 was 14.

Expected

- At minimum < 18 total

expulsions

Baseline

In 2016-17, the total number of expelled students was 22.

Metric/Indicator

Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard

18-19

Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.

- At minimum: 9th grade

students earning 30+ credits

> 88%

Baseline

2016-17 9th grade students earning 30+ credits after first semester:

- All Students: 86%
- African American: 75.8%
- Hispanic/Latino: 79.2%
- Pacific Islander: 73.6%
- Special Education: 75.5%
- EL & RFEP: 78.3%
- Foster Youth: 40%
- Homeless: 46.7%

Metric/Indicator

Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard

18-19

Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline.

Actual

The percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard from 2017-18 are as follows:

- All Students: 83.2% (decreased 2.6% over 2016-17 percent)
- African American: 64.0% (decreased 8.3% over 2016-17 percent)
- Hispanic/Latino: 73.5% (decreased 3.3% over 2016-17 percent)
- Pacific Islander: 72.1% (decreased 4.3% over 2016-17 percent)
- Special Education: 66.8% (decreased 5.7% over 2016-17 percent)
- EL & RFEP: 70.2% (decreased 2.2% over 2016-17 percent)
- Foster Youth: 60.0% (remained the same over 2016-17 percent)
- Homeless: 55.6% (increased 8.2% over 2016-17 percent)

The percent of 10th grade students earning 120+ credits after 10th grade year as measured by the SUHSD Dashboard from 2017-18 are as follows:

- All Students: 77.1% (increased 0.7% over 2016-17 percent)
- African American: 70.9% (increased 10.5% over 2016-17 percent)
- Hispanic/Latino: 63.2% (increased 0.9% over 2016-17 percent)
- Pacific Islander: 66.0% (increased 10.8% over 2016-17 percent)
- Special Education: 69.7% (remained the same over 2016-17 percent)

Expected

- At minimum percent of 10th

grade students earning 120

credits > 80%

Baseline

2015-16 10th grade students earning 120+ credits after second semester

- All Students: 77.8%
- African American: 61.5%
- Hispanic/Latino: 64.7%
- Pacific Islander: unk%
- Special Education: 61.6%
- EL & RFEP: 62.9%
- Foster Youth: 66.7%
- Homeless: 31.6%

Actual

- EL & RFEP: 59.1% (increased 1.3% over 2016-17 percent)
- Foster Youth: 33.3% (decreased 23.8% over 2016-17 percent)
- Homeless: 50.0% (increased 15.4% over 2016-17 percent)

Metric/Indicator

Graduation rates as measured by the SUHSD District Dashboard

18-19

This measurement tool has been changed. See the above metric and associated measurement tool.

Baseline

Class of 2016: Cohort Graduation Rate =79%

- Af. Am. = 59.2%
- Latino = 73.7%
- Pac Island. = 50.8%
- Spec Ed = 62.9%
- EL = 70.5%
- Foster = 50%
- Homeless = 50%

Metric/Indicator

Suspension rates as measured by the SUHSD Dashboard

18-19

This measurement tool has been changed. See the above metric and associated measurement tool.

Baseline

Expected

2015-16 Suspension Rate - 4.9%

- Af. Am. = 14.1%
- Latino = 7.7%
- Pac Island. = 10.2%
- Spec Ed = 10.7%
- EL & RFEP = 8.3%
- Foster = 16.4%
- Homeless = 12.2%

Actual

Metric/Indicator

Number of Expulsions as measured by the SUHSD Dashboard

18-19

This measurement tool has been changed. See the above metric and associated measurement tool.

Baseline

2015-16 Number of Expulsions = 28

- Af. Am. = 3
- Latino = 18
- Pac Island. = 1
- Spec Ed = 4
- EL & RFEP = 19
- Foster = 0
- Homeless = 0

Actions / Services

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

Action 1

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

3000-3999: Employee Benefits
Base \$2,661,219

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Finish evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement.	2.1 Finish evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement.	2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant	
2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)	2.2 Continue Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)	2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 2.5 N/A 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$40,600	
2.3 Continue and further develop neuroscience of addiction curriculum for 9th grade students, analyze expansion into upper grades.	2.3 Continue and further develop neuroscience of addiction curriculum for 9th grade students, analyze expansion into upper grades.	3000-3999: Employee Benefits Supplemental and Concentration \$8,209	
2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.	2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.	2.2 - Kognito Training: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant	
2.5 Continue to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be piloted.	2.5 Continue to improve Tier I interventions and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension program, with partnership, to be piloted.	2.2 Obj. Code 5813 2.4 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,000	
2.6 Continue to explore/investigate systems to support attendance monitoring that align with the tiered system of interventions the	2.6 Continue to explore/investigate systems to support attendance monitoring that align with the tiered system of interventions the	2.6 - Attendance: Supplemental Concentration Grant 5000-5999: Services And Other Operating	

Discipline Task Force will be defining and implementing

Discipline Task Force will be defining and implementing

Expenditures Supplemental and Concentration \$80,000

2.7 Alternatives to Suspension/Expulsion:
Supplemental Concentration Grant 5800:
Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Evaluate the current programs for “at risk” students and modify as needed:</p> <p>3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.</p> <p>3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.</p> <p>3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access</p> <p>3.4 Sequoia Aspirations Program (SAAP) for identified/targeted “at risk” 9th and 10th grade students. Increase number of Pacific Islander students participating.</p>	<p>Evaluate the current programs for “at risk” students and modify as needed:</p> <p>3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.</p> <p>3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.</p> <p>3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access</p> <p>3.4 Sequoia Aspirations Program (SAAP) for identified/targeted “at risk” 9th and 10th grade students. Increase number of Pacific Islander students participating.</p>	<p>3.1 \$100,000 3.2 \$143,000 3.3 \$503,816 3.4 \$525,600 3.5 \$250,000 3.7 \$20,000</p> <p>3.1 Compass: Supplemental Concentration Grant 3.2 Team Ascent: Title I 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations 3.5 IS Benefits/Salary: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant</p> <p>3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000</p>	

3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher)	3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher)	3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,542,416	
3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension	3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension	3000-3999: Employee Benefits Supplemental and Concentration \$332,097	
3.7 Support dual enrollment options for SUHSD students, to include Adult School	3.7 Support dual enrollment options for SUHSD students, to include Adult School	3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,000	
		3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures \$57,000	

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 7

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Enrollment Numbers of FY

18-19

100% enrolled promptly and appropriately

Baseline

100%

Metric/Indicator

Number of School Records forwarded/requested within 2 business days

18-19

100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer

Baseline

100%

Metric/Indicator

Type of Support Services accessed by FY

18-19

Actual

100% of identified Foster Youth were enrolled promptly and appropriately.

100% of Foster Youth records transferred within 2 business days from enrollment change notice.

100% of Foster Youth were provided with bus passes (or other means of transportation services) as well as free breakfast and lunch at our school sites.

Expected

Demonstrate an increase of the percent of foster youth students who access services throughout the year as well as the type of services

Baseline

Identify and track services accessed by foster youth throughout the year

Metric/Indicator

Percent of teachers, administrators and key personnel receiving Professional Development on FY needs

18-19

Ensure that 100% of administrators and a 20% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth

Baseline

Establish baseline

Actual

Student Services department received direct training from the San Mateo County Office of Education Foster Youth liaisons. That valuable information was disseminated to all administrators this Spring. Additionally, Foster Youth training is scheduled for all counselors and other key personnel.

Actions / Services

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

Action 1

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

classified 3000-3999: Employee Benefits Supplemental and Concentration \$22,592

Action 2

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Develop an exploratory collaborative team between the SUHSD, neighboring districts and	3.1 Expand collaborative team within SUHSD for the purpose of identifying the needs of and	3.1 Professional Development 5800: Professional/Consulting	

<p>feeder schools (RWC SD, Ravenswood, Carlmont feeders, Woodside feeders, etc.), the county, and community resources (i.e., B&G Club, etc.) for the purpose of identifying the needs of and providing support to FY and Homeless students. Make sure the collaborative team gets on relevant listservs and contact lists to be invited to events and PD opportunities. Provide the following staff development opportunities:</p> <ul style="list-style-type: none"> • Track One: Specific to foster youth and homeless students • Track Two: Bi-Annual and district-wide mental health intensive • Track Three: Voluntary program for general certificated and classified staff <p>3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students</p>	<p>providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.).</p> <p>3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students</p>	<p>Services And Operating Expenditures Supplemental and Concentration \$5,000</p> <p>3.1 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3.1 Release/Compensated Time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3.2 Conferences/workshops/Meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration \$1,715</p>	
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Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference in budgeted amounts.

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

The exploratory collaborative team was modified to be specific to the Sequoia Union High School District's internal team in the Student Services Department. Foster Youth responsibilities moved into this department and so training and professional development occurred rapidly throughout this year.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

LCAP Organization Team:

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

- * August 17, 2018
- * January 23, 2019
- * February 6, 2019
- * March 13, 2019
- * April 17, 2019
- * May 22, 2019

LCAP Budget Advisory Team:

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

Team gave input on the Organization Team's process and progress. Meetings with the LCAP Budget Advisory Team took place on the following dates:

- * November 19, 2018
- * December 17, 2018
- * January 14, 2019
- * February 11, 2019
- * April 22, 2019
- * April 29, 2019

Parents, Staff and Students Surveys:

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

- * 7,140 students
- * 648 staff members
- * 2,438 parents/guardians

Community Engagement Meetings:

Over the course of the fall, the District hosted six community engagement events: one at each of the District's school sites. Each community engagement event had over 50 participants, and present at each engagement event were classified employees, certificated employees, administrators, community members, board members and students. Materials for input were provided in Spanish and English and translators were available at each event. After a brief presentation on the District's Strategic Plan and LCAP Goals, the remainder of each evening was dedicated to tables of stakeholders discussing rigour versus difficulty and what was needed to provide students with much of the former and less of the latter. Meetings happened on the following dates:

- * October 2, 2018 - Carmont High School
- * October 16, 2018 - Menlo-Atherton High School
- * October 22, 2018 - Redwood High School
- * October 29, 2018 - Woodside High School
- * November 6, 2018 - Sequoia High School
- * November 11, 2018 - East Palo Alto Academy

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

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

- * October 30, 2018 - DELAC
- * February 13, 2019 - AFSCME
- * February 25, 2019 - Sequoia Union High School District's Teacher's Association
- * April 17, 2019 - Redwood School Site Council
- * June 12, 2019 - Carlmont School Site Council
- * June 12, 2019 - East Palo Alto Academy School Site Council
- * June 12, 2019 - Menlo-Atherton School Site Council
- * June 12, 2019 - Sequoia School Site Council
- * June 12, 2019 - Woodside School Site Council
- * May 14, 2019 - DELAC
- * May - June, 2019 - Online Input

Board Presentations:

From the developing of survey questions to the approving of the final draft, the Board and anyone in Board Meeting attendance has received regular updates on the LCAP process and progress. Dates of presentations and study sessions are as follows:

- * September 18, 2018 - LCAP Timeline
- * October 24, 2018 - LCAP Local Indicators
- * January 16, 2019 - Community Engagement, Survey Result and Dashboard Trends
- * March 13, 2019 - LCAP Proposed Goals and Corresponding Action Items

- * May 15, 2019 - LCAP Development Progress Report
- * May 22, 2019 - LCAP Board Study Session
- * June 12, 2019 - LCAP Public Hearing and Board First Reading
- * June 26, 2019 - LCAP Final Draft Approved by the Board

Impact on LCAP and Annual Update

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

We were pleased that, across stakeholder groups, there were some very clear common areas for growth: student engagement; staff coaching and feedback, and parent participation. The impact of these themes of feedback across our multiple consultations can be seen in our LCAP. For student engagement, the most common actions requested were: more CTE offerings, more integration of meaningful technology, more student collaboration and project-based learning and a need for more rigor and less difficulty. In the area of staff development, both classified and certificated staff highlighted coaching and feedback as an area for growth. Parents lauded the District for its accessibility and opportunities to participate, but felt the greatest area for growth was in getting parents to take advantage of these opportunities. While the LCAP celebrates the fact that our stakeholders find the District welcoming, it also incorporates strategies for increasing parent engagement.

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

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

Goal 2, Action 1: Develop English 11th/12th grade CCSS units/assessment and Canvas modules; undergo math self-study phase 2 and pilot Alg 1 course

increase Math Lead positions as part of the pilot; undertake science bio unit implementation, coaching and PD, as well as chemistry and physics PD, unit development & courses of study.

Goal 2, Action 2: Hire EL Coordinator and align administrator feedback with instructional focus.

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

Goal 4: (Modified Goal) Provide an educational program where Long Term English Learners develop a sense of belonging feeling welcomed and empowered; receive intellectual quality of instruction; have meaningful access to mainstream courses; achieve proficiency in English; and graduate with a clear path to a post-secondary education.

Action 1: Provide collaboration/support for: Co-teaching teams; CM implementation; LEP teachers/teams; bilingual IAs/LEP teams

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

Goal 6, Action 1: Pilot program to address truancy, SARB Process

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Basic Services:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Percent of teachers by ethnicity:

2017 - 2018 All Teachers - Total 631

African American = 20 (3.2%)

Asian = 18 (2.9%)

Chinese = 25 (4.0%)

Filipino = 12 (1.9%)

Hispanic / Latino = 100 (15.8%)

Japanese = 5 (.8%)

Korean = 6 (1.0%)

Pacific Islander = 1 (.2%)

Samoan = 1 (.2%)

Vietnamese = 6 (1.0%)

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

2016 - 2017 Percent Student Ethnicity - Total 9,911

African American 2.6%

Native American .4%

Asian 7.2%

Filipino 1.6%

Latino 46.2%

Pacific Islander 2.4%

White 35.5%

Two or More Races 3.5%

Not Reported .6%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of highly qualified teachers	100%	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned Percent of highly qualified teachers	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned	Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned
Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential	0 - Number of teachers teaching in subject areas without appropriate credential
Demographic breakdown of all teachers and administrators hired	2016-17 Teacher Hires - Total 82 <ul style="list-style-type: none"> African Amer. 2 (2.4%) Latino 18 (22%) 	Demonstrate an increase in the percent of teachers hired the previous year that reflect the overall student	Demonstrate an increase in the percent of teachers hired in underrepresented groups the previous	Demonstrate a 5% increase in the percent of teachers and administrators hired the previous year that reflect

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
during current school year. Demonstrate an increase in the percent of teachers and administrators in underrepresented groups hired the previous year that reflect the overall student demographics (as per Data Quest).	<ul style="list-style-type: none"> • Asian 7 (8.5%) • Filipino 1 (1.2%) • Pacific Islander 0 (0%) • White (Non Hispanic Origin) 54 (65.9%) <p>2016-17 TIPS Teacher Demographics</p> <ul style="list-style-type: none"> • African Amer. 2% • Latino 28% • Asian 8% • Multiracial 5% • Indian 2% • White 55% <p>2016 - 2017 Add Student Ethnicity - Total 9,911</p> <p>African American 2.6%</p> <p>Native American .4%</p> <p>Asian 7.2%</p> <p>Filipino 1.6%</p> <p>Latino 46.2%</p> <p>Pacific Islander 2.4%</p> <p>White 35.5%</p>	<p>demographics (as per Data Quest).</p> <p>Ethnicity New Teacher White- Non Hispanic < 55% Hispanic / Latino > 22% African American > 2.5% Filipino, Pacific Islander > 1%</p> <p>2017 - 2018: Eliminate TIPS Teacher Demographics since it is included in total teacher hires. Add the following student demographics to baseline data:</p> <p>2017 - 2018 Student Ethnicity</p> <p>African American 2.4% Native American .3% Asian 7.6% Filipino 1.5% Latino 46.3% Pacific Islander 2.3% White 35.5% Two or More Races 3.6% Not Reported .5%</p>	<p>year that reflect the overall student demographics (as per Data Quest).</p> <p>Ethnicity New Teachers Hispanic / Latino 17.72% African American 2.53% Filipino 2.53% Pacific Islander 1.27%</p> <p>2018 - 2019 Student Ethnicity</p> <p>African American 2.4% Native American .3% Asian 7.7% Filipino 1.5% Latino 45.5% Pacific Islander 2.3% White 35.6% Two or More Races 4.7% Not Reported .0%</p>	<p>the overall student demographics (as per Data Quest).</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Two or More Races 3.5% Not Reported .6%			
Number of new teachers participating in PD programs	Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program) <ul style="list-style-type: none"> 4 in cohorts 35 in Instructional Strategy PD 	Demonstrate an increase of the number/percent of new teachers participating in PD program as referenced by the previous year. At minimum: Total New Teachers: 60% TIPS Teachers: 100% Number of new teachers participating in PD programs	Total New Teachers: 100% TIPS Teachers: 100%	Total New Teachers: 100% TIPS Teachers: 100%
Number of teachers completing TIPS Program with the District	2016-17 TIPS Program Numbers: 43 Year I and II Combined	100% Number of teachers completing TIPS Program with the District	100%	100%
Number of teachers teaching ELD also certified to teach ELA/ELD	100%	Maintain 100% Number of teachers teaching ELD also certified to teach ELA/ELD	Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.	Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities (i.e. Stanford University Mock Interviews)

2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics

2.3 Provide timely feedback to school sites regarding credentialing for new hires

2.4 Conduct annual audit of teacher assignments and credentialing

2.5 Increase participation in "Developing Our Own" program.

2018-19 Actions/Services

2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities

2.2 Explore and identify alternative means to attract teachers who reflect the District's student demographics

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2019-20 Actions/Services

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2.3 Provide timely feedback to school sites regarding credentialing for new hires

2.4 Conduct annual audit of teacher assignments and credentialing

2.5 Increase participation in "Developing Our Own" program.

Budgeted Expenditures

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

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)

3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.

2018-19 Actions/Services

3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)

3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.

2019-20 Actions/Services

3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)

3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.

Budgeted Expenditures

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

Source Budget Reference	Supplemental and Concentration		
	5000-5999: Services And Other Operating Expenditures		
Source Budget Reference	Supplemental and Concentration		
	5800: Professional/Consulting Services And Operating Expenditures		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	CAASPP Scores 15-16: <ul style="list-style-type: none"> • ELA- 59% Met or Exceeded Standards • Math- 46% Meet or Exceeded Standards 	Increase the CAASPP scores in ELA and Math by 3% from 2016-17 baseline: <ul style="list-style-type: none"> • ELA- from 71.31% - 74.31% • Math- from 51.47% - 54.47% Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	Increase the CAASPP scores in ELA and Math by 6% from base line: <ul style="list-style-type: none"> • ELA- 77.31% • Math- 57.47% 	Increase the CAASPP scores in ELA and Math by 9% from baseline: <ul style="list-style-type: none"> • ELA- 80.31% • Math- 60.47%
Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up	Establish baseline of number of teachers observed at each school site and percent implementing CCSS curriculum and/or strategies	Minimally - 60% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies. Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up	Minimally - 70% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.	Minimally - 80% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.
SBAC- ELA & Math (11th Grade EL's in country 1+ years)	ELA- English Learners: <ul style="list-style-type: none"> • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math):	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-:	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-:	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • Met/Exceeded: 5% • Nearly Met: 9% 	<ul style="list-style-type: none"> • Met/Exceeded: 10% • Nearly Met: 30% <p>Mathematics (Math):</p> <ul style="list-style-type: none"> • Met/Exceeded: 15% • Nearly Met: 20% SBAC-ELA <p>& Math (11th Grade EL's in country 1+ years)</p>	<ul style="list-style-type: none"> • Met/Exceeded: 20% • Nearly Met: 35% <p>Mathematics (Math):</p> <ul style="list-style-type: none"> • Met/Exceeded: 35% • Nearly Met: 25% 	<ul style="list-style-type: none"> • Met/Exceeded: 30% • Nearly Met: 40% <p>Mathematics (Math):</p> <ul style="list-style-type: none"> • Met/Exceeded: 40% • Nearly Met: 30%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate instructional materials for subject areas

- English 100% implementation of common units and CCSS

standards

- Math: Algebra I, Geometry, and Algebra II 100%

implementation of new texts

- Science: 100% of teachers will implement at least one

NGSS unit

- Social Studies: 75% of teachers will implement literacy

standards

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

Modified Action

2018-19 Actions/Services

1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS

- Provide English and Math lead teachers to focus on

Common Core implementation.

- Expand NGSS units, course alignment and curriculum

materials

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

Modified Action

2019-20 Actions/Services

1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS

ELA:

- Support implementation of CCSS-aligned ELA units through coaching and PD
- Develop Canvas modules for all units
- Expand NGSS units, course alignment and curriculum

materials

Math:

- Math self-study phase 2: pilot Alg 1 course; Increase Math Lead positions as part of pilot
- Provide professional development on CCSS math instructional practices
- Develop/score district-wide math assessments; facilitate PD at all sites with assessment results

Science

- Support biology teachers to implement instructional units

		<p>aligned to NGSS through coaching and PD</p> <ul style="list-style-type: none"> • Develop standards-aligned common assessments in biology • Extra hours pay for biology representatives to develop assessments • Fund release time for all biology teachers to preview common assessment and plan collaboratively • Create site NGSS-aligned courses of study for chemistry and physics; develop a sample unit for each subject area for each site <p>Social Studies:</p> <ul style="list-style-type: none"> • Support implementation of adopted curricular materials
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Budgeted Expenditures

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

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

2.1 To support implementation of CCSS curriculum and strategies:

- Continue to fund instructional coaches
- Train coaches in all district-wide initiatives
- Coaches will support teachers in choosing materials or

creating and implementing CCSS and NGSS curriculum

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

Modified Action

2018-19 Actions/Services

2.1 Increase rigor in instruction and assessments; increase student engagement:

- Continue fund instructional coaches to include the

technology coach formerly identified in 2017-18 action 4

below).

- Assign instructional coaches to perform lesson studies in the

PD focus areas

- Provide technology training that supports the PD focus

areas

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

Modified Action

2019-20 Actions/Services

2.1 Increase rigor and quality interactions in classroom instruction:

- Fund instructional coaching in English, ELD, reading, math, social science, science, special education, VPA and world languages at 5.0 FTE
- Fund ELD Coordinator position at 1.0 FTE
- Offer professional development related to rigor, quality interactions, language support, standards alignment and student engagement during Teacher Orientation Week, June Institute, afternoon PD, and all-staff PD days
- Offer coaching related to rigor and quality interactions
- Continue Instructional Rounds as professional development for administrators, teacher leaders, and partner districts. Collect and analyze data related to rigor, quality interactions, and language supports through instructional rounds to drive ongoing PD
- Expand participation in professional learning opportunities for teachers in

		using technology tools to increase student engagement and personalization
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Budgeted Expenditures

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners

- Train a minimum of 50 teachers
- Train 100% instructional coaches
- Send coaches, teachers and administrators to at least one

Leadership Institute (6 staff members minimum)

2018-19 Actions/Services

Expand training and implementation of integrated ELD strategies including contract with EL Achieve for professional development and leadership training; supplies and materials; 1.0 FTE Instructional Coach position; sub pay; and certificated extra hours pay

2019-20 Actions/Services

3.1 Expand training and implementation of integrated ELD strategies

- Continue to fund full-time instructional coach to oversee CM training, implementation, support and program evaluation
- Train members of the English department, elective teachers, and math teachers
- Expand participation in Implementation Support Cohorts and individual coaching cycles from 20% of CM participants to 50% of participants
- Train eight teachers to be Secondary Constructing Meaning

		certified lead teachers/apprentices <ul style="list-style-type: none"> Expose 70-80% of SUHSD teaching staff to integrated ELD strategies through on-site PD and model lesson study
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Budgeted Expenditures

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

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

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

4.1 Increase rigor in CCSS curriculum and assessments:

- Train at least 50% of staff on Webb's Depth of Knowledge

(DOK)

2018-19 Actions/Services

4.1 and 4.2 are embedded in the modified Action 2 above of this goal. The actions themselves are no longer exclusive of the overall professional development plan and hiring of coaches.

2019-20 Actions/Services

4.1 and 4.2 are embedded in the modified Action 2 of this goal above. The actions themselves are no longer exclusive of the overall professional development plan and hiring of coaches.

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

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

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

Parent Engagement:

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

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

Family-School Relationship Survey Results (Fall 2018)

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>1.1 Continue to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of English Learners, Foster Youth and/or Homeless.</p> <p>1.2 District Parent Coordinator will facilitate/coordinate district-wide events/meetings such as:</p> <ul style="list-style-type: none"> Facilitate, support, assist District Parent Events: <p>DELAC; 9th Transitional Meetings; Compass Parent</p> <p>Meetings; LCAP Parent Presentations; Migrant Parent</p> <p>Workshops; Migrant Parent Advisory Committee</p> <ul style="list-style-type: none"> Support implementation of LEA Plan and LCAP goals Function as the district's Migrant Advocate/Parent Contact, <p>provide Migrant Parent Workshops and facilitate Migrant</p> <p>Parent Advisory Committee Meetings</p>	<p>2018-19 Actions/Services</p> <p>1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by:</p> <ul style="list-style-type: none"> Allocating funds for site Bilingual Parent Liaisons (BPL) Revising and aligning roles and responsibilities of BPL and <p>BRT</p> <ul style="list-style-type: none"> Monitoring the implementation of federal/state mandates <p>and categorical funded parent services (i.e. ELAC, Parent</p> <p>Involvement Site Policy, Title I and Title III services, etc.)</p> <p>1.2 Fund personnel at the district level to provide direct services to parents/guardians of students participating in the Migrant Education Program and/or receiving Title I funded services.</p> <p>1.3 Assist sites in developing and implementing a site parent engagement plan that addresses and supports sites' needs as identified in their WASC/SPSA and also aligns with LCAP goals. Plan is to include all of that describe below and be inclusive of state/federal mandates such as ELAC, SSC, PTSA, etc.</p>	<p>2019-20 Actions/Services</p> <p>1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by:</p> <ul style="list-style-type: none"> Allocating funds for site Bilingual Parent Liaisons (BPL) Revising and aligning roles and responsibilities of BPL Monitoring the implementation of federal/state mandates <p>and categorical funded parent services (i.e. ELAC, Parent</p> <p>Involvement Site Policy, Title I and Title III services, etc.)</p> <p>1.2 This action is discontinued.</p> <p>1.3 Assist sites in the implementation of their individual Site Parent Involvement Plan ensuring key stakeholders are made aware of and are encourage to provide input with respect to the plan. In addition support the parent liaisons in their efforts to align the Site Parent Involvement Plan with the site's SPSA/WASC goals as well as the district's LCAP goals, and finally supporting sites establish a budget for their Parent Involvement Plan.</p> <p>1.4 Continue to facilitate monthly meetings with Site Bilingual Parent Liaison Meetings</p>

<ul style="list-style-type: none"> Attend monthly meetings with PTSA Presidents and District Superintendent <p>1.3 District Parent Coordinator will facilitate monthly Site Bilingual Parent Liaison Meetings for the purpose of supporting with the following:</p> <ul style="list-style-type: none"> Establishment of site ELACs and the training of ELAC members Planning of combined PTSA/ELAC events (at least one) <p>Sharing relevant information from monthly meeting with</p> <p>PTSA Presidents and District Superintendent</p>	<p>Contents of Parent Engagement Plan:</p> <ul style="list-style-type: none"> Needs assessment Data Goals Actions/services Timeline Budget/funding source Person(s) responsible 	<p>for the purpose of encouraging and supporting the following activities:</p> <ul style="list-style-type: none"> Establishment of site ELACs and the training of ELAC members Planning and execution of combined PTSA/ELAC events (at least one per year) Sharing relevant information from monthly meeting with PTSA President
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Budgeted Expenditures

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

Amount		\$60,000	\$0
Source	Supplemental and Concentration	Title I	
Budget Reference	3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 1.2 District Level support for Migrant/Unduplicated Students	1.2- Discontinued action
Amount	30,000	\$127,080	\$141,318
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies 1.2 Materials/Supplies: \$30,000-Supplemental Concentration Grant 1.2 Obj. Code 4351, 4352, 5711 1.3 N/A	3000-3999: Employee Benefits 1.1 Bilingual Parent Liasions	3000-3999: Employee Benefits 1.1 Bilingual Parent Liaisons
Amount		\$12,132	\$0
Source	Supplemental and Concentration	Title I	
Budget Reference	5700-5799: Transfers Of Direct Costs	3000-3999: Employee Benefits 1.2 District Level support for Migrant/Unduplicated Students	1.2 Discontinued action

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

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

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

New Action

2017-18 Actions/Services

2.1 Parent Coordinator will work closely
with Carlmont's Bilingual Resource
Teacher to develop a plan that will ensure
the following:

- ELAC is established and
members are trained on their role

and responsibilities

- Carlmont parents are made aware
of, informed and invited

to participate in one of the district-wide
Parent Project

Series

- Site hosts at least one combined
meeting/event

(PTSA/ELAC)

- School Site Council has
representation from EL parents

2018-19 Actions/Services

This action is discontinued.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	Included in Action 1 above of this goal.		

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.1 Continue to support parents with parenting classes through the Parent Project. Offer two series (one in the Fall and one in the Spring) at each of the following schools

2018-19 Actions/Services

3.1 Continue to support Parent Project districtwide with site hosting two series per year.

- Facilitators/Child Care-Benefits/Salary
- Materials/Supplies

2019-20 Actions/Services

3.1 Continue to support Parent Project districtwide with sites hosting two series per year. (\$75,000)

- Facilitators/Child Care-Benefits/Salary
- Materials/Supplies

<ul style="list-style-type: none"> 1 Series at each school: Menlo-Atherton, Sequoia and Woodside 1 Series for combined sites: Redwood, Carlmont and East Palo Alto Academy <p>3.2 Continue to contract for the SUHSD Parent Education Series</p>	<p>(\$50,000/Parent Project, \$5,000/Compass)</p> <p>3.2 Continue to contract for the SUHSD Parent Education Series</p>	<ul style="list-style-type: none"> Carlmont Parent Llaions support (120 hr per year- to coordinatore series) Additional hours for data collection/gathering (10 hrs per school/pr year) <p>3.2 Continue to contract for the SUHSD Parent Education Series (\$60,000)</p> <p>3.3 Continue to support the Compass Summer Parent Workshop Series at each of the comprehensive sites. (\$10,000 Title 1- compensation)</p> <p>3.4 Consider a district-wide leadership conference/workshops for parents and/or train graduates of the parent project to become facilitators (Volunteers). (\$5,000)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	45,000	\$38,000	
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries 3.1 Materials/Supplies: \$45,000-Supplemental Concentration Grant 3.1 Obj. Code 2915, 3000, 4351, 4352	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries 3.1 Parent Project

Amount		\$12,000	
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies 3.1 Parent Project Expenses
Amount		\$60,000	
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures 3.2 Parent Education
Amount		\$10,731	
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits 3.1 Parent Project
Amount			\$10,000
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries 3.3 Compass Parent Workshops
Amount			\$5,000
Source			Supplemental and Concentration
Budget Reference			5000-5999: Services And Other Operating Expenditures 3.3 Parent Leadership Conference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

Student Achievement - English Learners:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

SUHSD has identified the following needs related to English Learners and state priorities 2, 4 and 5.

- Students require access to California standards-aligned instructional materials [English Language Arts (ELA) and English Language Development (ELD)]
- Students need access to a comprehensive course of study (Integrated and Designated ELD)
- English Learner students need assistance achieving :

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

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

o Reclassification as measured by district's criteria

o Graduation requirements and graduating with cohort class

Supporting data used to identify needs:

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

English Language Arts:

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

Math:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language Progress Indicator (ELPI)- State Dashboard	Spring 2017 Baseline: Color (Orange), Level (Low- 65.6%), Status Change (Maintained- 0%)	Move Up: Color (Yellow), Level (Medium- 67.0%), Status Change (Increased- 1.4%) English Language Progress Indicator (ELPI)- State Dashboard	No ELPI was reported in 2018.	Re-establish Baseline.
English Language Proficiency Assessment of California (ELPAC)	Spring 2018- Baseline 2018 Summative ELPAC Results <ul style="list-style-type: none"> • -Total number of students tested: 976 • - Number/percent scoring 	Increase rate making progress by 5% English Language Proficiency Assessment of California (ELPAC)	Established baseline	Increase rate of students making progress by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Overall Level 4: 196 (20.1%)</p> <ul style="list-style-type: none"> - Number/percent scoring <p>Overall Level 3: 258 (26.4%)</p> <ul style="list-style-type: none"> - Number/percent scoring <p>Overall Level 2: 195 (19.9%)</p> <ul style="list-style-type: none"> - Number/percent scoring <p>Overall Level 1: 327 (33.5%)</p>			
Percent of EL Reclassified	CDE 2016-17: 116 students- 8.1% (inclusive of charter schools)- 8.2% (CA, MA, RD, SQ, WD only)	Increase total number of EL reclassified by 10% (128 students) Percent of EL Reclassified	<p>Expected: Increase total number of EL reclassified by 12% (130 students)</p> <p>California Department of Education: 2017-2018 DataQuest</p> <p>Actual: Inclusive of charter schools</p> <ul style="list-style-type: none"> -Total English Learners: 1,444 -Number Reclassified: 123 	<p>Increase total number and percent of EL reclassified from previous year.</p> <p>Expected: Not including charter schools: 120 students or 12%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<ul style="list-style-type: none"> -Percent Reclassified: 8.5% <p>Actual: Not including charter schools</p> <ul style="list-style-type: none"> -Total English Learners: 858 -Number Reclassified: 94 -Percent Reclassified: 10.9% 	
Percent of EL Enrolled in English Support Courses	<p>Eng. I & II Support EL Enrollment (10.1.16):</p> <ul style="list-style-type: none"> • 9th Grade 32% of all 9th grade ELs • 10th Grade 19% of all 10th grade ELs 	<p>Decrease EL Enrollment in Eng. I & II Support to:</p> <ul style="list-style-type: none"> • 9th Grade 25% of all 9th grade ELs • 10th Grade 10% of all 10th grade ELs <p>Percent of EL enrolled in English Support Courses</p>	<p>Actuals: Percent of ELs enrolled in English I or II Support classes as of 11.6.18.</p> <ul style="list-style-type: none"> • - 9th Grade: 35% of 9th grade ELs enrolled in English I Support • -10th Grade: 21% of 10th grade ELs enrolled in English II Support 	<p>Decrease EL Enrollment in Eng. I & II Support to:</p> <ul style="list-style-type: none"> • 9th Grade 15% of all 9th grade ELs • 10th Grade 3% of all 10th grade ELs

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students Exiting Support Classes mid-year	<p>17-18 Base Line</p> <p>9th Grade - 42/97 (42.3%) 10th Grde - 10/66 (15.2%)</p> <p>Total Exiting English I and II Support - 52/163 (31.9%)</p>	Baseline Established	<p>Increase by 5% of 17-18 baseline</p> <p>Actuals: Fall 2018 - ELs Exiting Support Classes 9th grade - 8/107 (7.0%) 10th grade - 9/62 (14.5%)</p> <p>Total #ELs exiting English I and II Support - 17/169 (10.1%)</p>	Increase the % of English Learners exiting support classes mid-year by 5% from previous year.
SBAC- ELA & Math (11th Grade ELs in country 1+ years)	<p>ELA- English Learners:</p> <ul style="list-style-type: none"> • Met/Exceeded: 6% • Nearly Met: 26% <p>Mathematics (Math):</p> <ul style="list-style-type: none"> • Met/Exceeded: 5% • Nearly Met: 9% 	<p>ELA- English Learners:</p> <ul style="list-style-type: none"> • Met/Exceeded: 10% • Nearly Met: 30% <p>Mathematics (Math):</p> <ul style="list-style-type: none"> • Met/Exceeded: 15% • Nearly Met: 20% SBAC-ELA <p>& Math (11th Grade ELs in country 1+ years)</p>	<p>2017-18 SBAC Results- ELA & Math (11th Grade ELs in country 1+ years)</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> • -Met/Exceeded standards: Expected (20%), Actual (13.5%) • -Nearly Met standards: Expected (35%), Actual (27.4%) <p>Math:</p> <ul style="list-style-type: none"> • -Met/Exceeded standards: Expected (35%), Actual (5.99%) 	<p>ELA- English Learners::</p> <ul style="list-style-type: none"> • Met/Exceeded: 20% • Nearly Met: 35% <p>Mathematics (Math):</p> <ul style="list-style-type: none"> • Met/Exceeded: 20% • Nearly Met: 30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<ul style="list-style-type: none"> -Nearly Met: Expected (25%), Actual (11.5%) 	

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.1 Continue to fund Bilingual Resource Teacher at each site to support with all aspect involving English Learners: Federal/State Guidelines, Identification, Placement, Assessment/Monitoring,

2018-19 Actions/Services

1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student.

1.2 Moved to Action 2 below in this goal.

2019-20 Actions/Services

1.1 Continue to support BRT. Revisit/revise current formula used to identify amount per student.

1.2 Moved to Action 2 below in this goal.

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

1.2 Provide Professional Development for ELD Teachers:

- EL Achieve: Advance SysELD Institute (3-Day): Contract
- Substitutes: 3 Days/12 Teachers

1.3 Offer SysELD Implementation Support (Teacher collaboration/Cohort Model)

- Cohort Stipend: \$1,200 p/tchr X 12 tchr
- Cohort Facilitator/Coach Stipend: \$1,200 X 3
- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-

Total 18 Units @ \$275 p/unit)

1.4 Hire .4 FTE District Bilingual Resource Teacher (BRT)

- ELD Curriculum Development & Assessment
- English Language Proficiency Assessment of California

(ELPAC) Implementation Support

1.5 Continue and increase use of Ellevation: Data Management System for English Learners

- Annual Renewal
- Training

1.3 Moved to Action 2 below in this goal.

1.4 Continue to hire .4 FTE District BRT- Coordinating and supporting:

- ELPAC
- EL Monitoring Accountability

1.5 Continue and increase use of Ellevation:

- Annual License Fee + 2 days of training
- Train 100% of the teachers on Teacher Platform: How to

identify and monitor ELs using the monitoring forms and the

language proficiency levels.

1.6 Establish and implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services. (ex. Individual Learner Plans- students,

SSC/WASC Goals, LCAP Goals, etc:)

- Quarterly Meetings
- Site EL Team
- District Leads

1.7 Combined with Action 2 below

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

1.3 Moved to Action 2 below in this goal.

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

1.5 Continue and increase use of Ellevation:

- Annual License Fee + 1 day of training
- Train 100% of the teachers on Teacher Platform: How to

identify and monitor ELs using the monitoring forms and the

language proficiency levels.

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

1.7 Combined with Action 2 below

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

1.9 Continue to allocate funds to sites at an amount of \$250 per EL students for supplemental services: Field Trips,

1.6 Faciliate English Learner Quarterly Monitoring Meetings (Curriculum Rate - outside school day)

- Teachers: 27 Total (12 ELD, 10 English Support, 5 BRTs)
- 27 teacher X 8 hrs X \$50 p/h

1.7 Explore/Identify Primary Language Assessments for newcomers

1.8 Revise EL Master Plan

- Teacher Collaboration: 2 BRTs X 10 hrs X \$50 p/h

1.9 Site Allocations: EL Support Funds (\$200/student)

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

Bilingual Instructional Aids, supplemental materials, extended day services.

Budgeted Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services

2.1 Pilot Constructing Meaning Units to support LTELs in English Support Classes

- Cost of Materials (2 sets of all 4 units @ \$226 per unit)
- Implementation Support (Teacher Collaboration): 2 tchr X 10

hrs X \$50 p/h

2018-19 Actions/Services

Supporting Designated ELD/Curriculum and Instruction:

2.1 Continue to provide Designated ELD training as needed- Approximate numbers:

- new ELD teachers (4)
- District coaches (2)
- English Support teachers (4- one per comprehensive site)
- Support 2 teachers of ELD to become apprentices of

SysELD

2019-20 Actions/Services

Supporting Designated ELD/Curriculum and Instruction:

2.1 Continue to provide Designated ELD training as needed- Approximate numbers:

- new ELD teachers (4)
- District coaches (2)
- English Support teachers (4- one per comprehensive site)
- Support 2 teachers of ELD to become apprentices of

SysELD

- Send them to participate in EL Achieve -Leadership Institute

for SysELD

2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)

- Cohort Stipend: \$1,200 p/teacher X 12 teacher
- Cohort Facilitator/Coach Stipend: \$1,200 X 3

2.3 Pilot/Adopt curriculum and assessments for ELD and English I -II Support

- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-

Total 18 Units @ \$275 p/unit)

- EL Achieve- English Units (4 sets per teacher)

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

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

sections per site)

- Send them to participate in EL Achieve -Leadership Institute

for SysELD

2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)

- Cohort Stipend: \$1,200 p/teacher X 12 teacher
- Cohort Facilitator/Coach Stipend: \$1,200 X 3

2.3 Pilot/Adopt curriculum and assessments for ELD and English I -II Support

- SysELD Units (6 sets of ELD Unit 1 for each ELD Level-

Total 18 Units @ \$275 p/unit)

- EL Achieve- English Units (4 sets per teacher)

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

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

sections per site)

2.5 Support and empower Bilingual Instructional Aids to better serve and support EL students in the classroom.

- Professional development (EL Achieve- Seminar for Paraprofessionals)
- Release/Compensated collaboration time

2.6 Provide professional development for LEP teachers (i.e. Language proficiency levels; CM implementation support, etc:)

Budgeted Expenditures

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

Amount		\$5,000	\$50,000
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies 2.3 ELD Curriculum and Assessments Pilot	4000-4999: Books And Supplies 2.3 ELD Curriculum
Amount		\$200,000	\$200,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries 2.4 2 Sections per School site @ \$25,000 per section	1000-1999: Certificated Personnel Salaries 2.4 2 Sections per School site @ \$25,000 per section
Budget Reference			2.5 PD for Bilingual Instructional Aids
Budget Reference			2.6 PD for LEP Teachers

Action 3

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

English Learners	LEA-wide	All Schools
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Actions/Services

		New Action
		3.1 Explore and consider ways to support newly enrolled students identified as English Learners, have little or no primary language schooling, have experienced trauma, may or may not be considered an unaccompanied youth. (i.e. Newcomer

		Center, Extended Day/Year Program, Floating Teacher, etc:)
		3.2 Establish and implement a program to support students on the cusp of achieving reclassification (i.e. Summer RFEP Boot Camp, Saturday RFEP Academy, etc:)

Budgeted Expenditures

Amount			100,000
Source			Title III
Budget Reference			1000-1999: Certificated Personnel Salaries 3.1 Part time floating/roaming teacher/staff
Amount			30,000
Source			Title III
Budget Reference			4000-4999: Books And Supplies 3.2 RFEP Camp/Academy

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)	Class of 2016: 59.1%	<p>Target: Increase the percent of “all” graduating seniors meeting A-G requirements by 3% of prior year.</p> <p>Actual: 17-18 A-G completion 64%, +6.1. from 2016-17</p>	Increase the percent of “all” graduating senior meeting A-G requirements by 3% of prior year.	Increase the percent of “all” graduating senior meeting A-G requirements by 3% of prior year.
Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)	<p>Class of 2016:</p> <ul style="list-style-type: none"> • EL & RFEP Combined = 31.2% • Foster Youth = 20% • Homeless = 9.1% 	<p>Target: Increase the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.</p> <p>Actual: 17-18 EL & RFEP A-G completion 31.1%, +3.3% from 2016-17 17-18 Foster Youth A-G completion 0%, -20% from 2016-17 17-18 Homeless A-G completion 15%, +6.7% from 2016-17</p>	Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.	Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.
Percent of students exceeding Standards: ELA and Math Scores on CAASPP tests	<p>CAASPP Scores 16-17:</p> <ul style="list-style-type: none"> • ELA- 31% Exceeded Standards 	Target: Increase the CAASPP scores in ELA and Math by 3% from baseline:	Increase the CAASPP scores in ELA and Math by 3% from prior year.	Increase the CAASPP scores in ELA and Math by 3% from prior year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Math – 24% Exceeded Standards 	<p>Actual:</p> <p>2017-18 ELA: 37.3% exceeded standards, +5.8% from 2016-17</p> <p>2017-18 Math: 26.9% met/exceeded standards, +2.9% from 2016-17</p>		
Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone)	<p>2017-18 CTE Pathway Rates</p> <p>Taking a CTE Introductory Pathway Course: 10.%3</p> <p>Taking a Concentrator or Capstone Course: 12%</p>	<p>Baseline:</p> <p>Taking a CTE Introductory Pathway Course: 10.%3</p> <p>Taking a Concentrator or Capstone Course: 12%</p>	<p>Increase by 3% from the prior year the percent of unduplicated subgroups taking</p> <ul style="list-style-type: none"> a CTE introductory pathway course a CTE concentrator pathway course (which will in one year result in capstone course completion) 	<p>Increase by 3% from the prior year the percent of students taking</p> <ul style="list-style-type: none"> a CTE introductory pathway course. a CTE concentrator pathway course a CTE capstone pathway course
Percent of unduplicated subgroups taking a CTE pathway course (Introductory,	<p>2017-18 CTE Pathway Rates</p> <p>Baseline:</p>	<p>Baseline:</p> <p>Taking a CTE Concentrator or</p>	<p>Increase by 3% from the prior year the percent of unduplicated subgroups taking</p>	<p>Increase by 3% from the prior year the percent of unduplicated subgroups taking</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
concentrator, and capstone)	Taking a CTE Concentrator or Capstone Course: 13.7% Taking a CTE Concentrator or Capstone Course: 8.3%	Capstone Course: 13.7% Taking a CTE Concentrator or Capstone Course: 8.3%	<ul style="list-style-type: none"> a CTE introductory pathway course a CTE concentrator pathway course (which will in one year result in capstone course completion) 	<ul style="list-style-type: none"> a CTE introductory pathway course. a CTE concentrator pathway course a CTE capstone pathway course
Percent of graduating seniors taking at least one AP/IB class	Class of 2016: 62.8%	Target: Increase by 3% "all" graduating seniors taking at least one AP/IB course by 3% of prior year <ul style="list-style-type: none"> Actual: 68.6%, - 5.1% from 2017 	Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year	Increase the percent of "all" graduating seniors taking at least one AP/IB course by 3% of prior year
Percent of unduplicated subgroups of graduating seniors who have taken at least one AP/IB class	Class of 2016 <ul style="list-style-type: none"> Hispanics/Latin o: 49.6% SED: 43.6% FY/Homeless 12.5% 	Target: Increase by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class Actual:	Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class	Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																		
		<ul style="list-style-type: none">Hispanics/ Latino: 53.6%, +10.3% from 2017SED: 47.3%, +8.2% from 2017FY/Homeless 16.7%																				
Percent of students who pass an AP/IB exam with a score of 3 or higher (New)	Class of 2016 AP/IB pass rates: 73.7%	<p>Target: Increase over the prior year by 3% the number of students who pass at least one AP/IB exam</p> <ul style="list-style-type: none">Actual: 68.6%, - 5.1% from 2017	Increase over the prior year by 3% the number of students who pass at least one AP/IB exam	Increase over the prior year by 3% the number of students who pass at least one AP/IB exam																		
Number of students who pass an AP exam with score of 3 or higher	<p>2014-15 Rates from Data Quest:</p> <table><tr><td>Number</td><td></td></tr><tr><td>Total Tested</td><td>2,114</td></tr><tr><td>Percent of Total Tested</td><td></td></tr><tr><td>Score 3</td><td>1,028</td></tr><tr><td>48.6%</td><td></td></tr><tr><td>Score 4</td><td>1,010</td></tr><tr><td>47.8%</td><td></td></tr><tr><td>Score 5</td><td>1,075</td></tr><tr><td>50.9%</td><td></td></tr></table>	Number		Total Tested	2,114	Percent of Total Tested		Score 3	1,028	48.6%		Score 4	1,010	47.8%		Score 5	1,075	50.9%		No longer measuring and reporting in this manner.		
Number																						
Total Tested	2,114																					
Percent of Total Tested																						
Score 3	1,028																					
48.6%																						
Score 4	1,010																					
47.8%																						
Score 5	1,075																					
50.9%																						

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Assessment Program Results	CAASPP Scores 16-17: ELA - 31% Exceeded Standards Math- 24% Exceeded Standards	Increase the CAASPP scores in ELA and Math by 3% from baseline: <ul style="list-style-type: none"> • ELA- 34%, +3% from 2017 • Math- 27%, +3% from 2017 	Increase the CAASPP scores in ELA and Math by 3% from baseline: <ul style="list-style-type: none"> • ELA- 37% • Math- 30% 	Increase the CAASPP scores in ELA and Math by 3% from baseline: <ul style="list-style-type: none"> • ELA- 40% • Math- 33%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

New Action

2019-20 Actions/Services

The District's base program provides a broad course of study for all students as described in the EC section.

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

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

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

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

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

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

1.6 Support an AVID program at each of the comprehensive sites

The District's base program provides a broad course of study for all students as described in the EC section

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

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

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

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

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

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

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

The District's base program provides a broad course of study for all students as described in the EC section

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

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

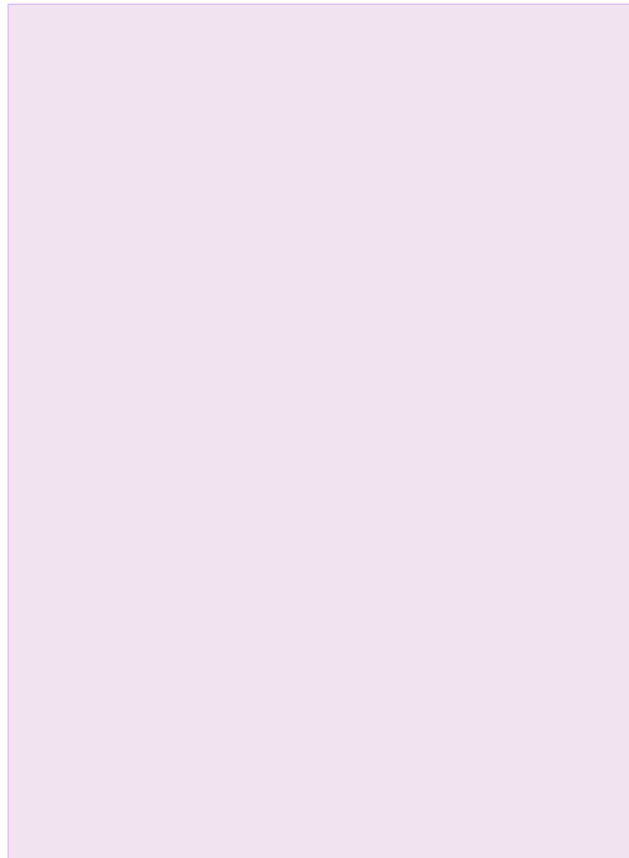
1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements

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

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

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

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



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

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

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

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

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

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

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

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

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities
Specific Student Groups: SWD

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

2.1 Continue to provide services to students who meet one or more of the 13 handicapping conditions and require special education services to access and make progress in instruction, preferably in general education. Also continue co-teaching practices for students whose IEPs indicate a need for this accommodation.

2.2 Establish a system to monitor student progress quarterly or at the end of each semester.

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

Modified Action

2018-19 Actions/Services

2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation.

2.2 Use established system to monitor student progress quarterly or at the end of each semester.

2.3 Continue to support instructional aids assisting in the push-in and pull out model.

2.4 Continue to support students with unique needs that cannot be met by

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

New Action

2019-20 Actions/Services

2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation.

2.2 Use established system to monitor student progress quarterly or at the end of each semester.

2.3 Continue to support instructional aids assisting in the push-in and pull out model.

2.4 Continue to support students with unique needs that cannot be met by

	<p>district service by providing instruction through the SMCOE.</p> <p>2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.</p> <p>2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs.</p>	<p>district service by providing instruction through the SMCOE.</p> <p>2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.</p> <p>2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs.</p> <p>2.7 Increase in-house options for some students currently in private placements to enhance their services.</p>
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Budgeted Expenditures

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

Amount		\$518,708	\$597,280
Source		Base	Base
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.4 SMCOE	5800: Professional/Consulting Services And Operating Expenditures 2.4 SMCOE
Amount		3,556,553	\$3,905,870
Source		Special Education	Special Education
Budget Reference		5000-5999: Services And Other Operating Expenditures 2.5 Non-Private Schools	5000-5999: Services And Other Operating Expenditures 2.5 Non Private School
Amount		\$2,455,925	\$2,455,925
Source		AB602	AB602
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures 2.6 Transportation	5800: Professional/Consulting Services And Operating Expenditures 2.60 Transportation
Amount		\$1,472,466	\$1,472,466
Source		AB602	AB602
Budget Reference		3000-3999: Employee Benefits Classified	3000-3999: Employee Benefits classified
Amount		\$72,745	\$72,745
Source		AB602	AB602
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		\$3,113,401	\$3,113,401
Source		AB602	AB602
Budget Reference		3000-3999: Employee Benefits certificated	3000-3999: Employee Benefits CERTIFICATED

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP:

- 3.1 English Learners
- 3.2 Foster Youth (FY)/Homeless
- 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES)
- 3.4 Migrant

2018-19 Actions/Services

Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP:

- 3.1 English Learners
- 3.2 Foster Youth (FY)/Homeless
- 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES)
- 3.4 Migrant

2019-20 Actions/Services

Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP:

- 3.1 English Learners
- 3.2 Foster Youth (FY)/Homeless
- 3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES)
- 3.4 Migrant

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facilities maintained in good repair	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report	100% of school facilities are in good repair as measured by William's Act Cleanliness Report
New in 2017-18, Panorama Survey: valued members of the school community; physical and psychological safety at school.	<p>2017-18 Baseline Results, 7,022 Student Survey Responses:</p> <p>Valued members of the school community 3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey</p> <p>Physical and psychological safety at school 3.9/5 resulting in 90th percentile of all national high schools completing the Panorama Survey</p>	Baseline established 2017-18	<p>7,000+ Students completed survey:</p> <p>Valued members of the school community 3.2/5 resulting in 50th percentile of all national high schools completing the Panorama Survey</p> <p>Physical and psychological safety at school 4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey</p>	<p>7,000+ Students completed survey:</p> <p>Valued members of the school community 3.3/5 resulting in 60th percentile of all national high schools completing the Panorama Survey</p> <p>Physical and psychological safety at school 4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey</p>
Attendance Rates- (as measured by SUHSD Dashboard- ½ Day Partial/Full Day)	<ul style="list-style-type: none"> All: 95.2% SWD (Sped): 92% SED (Low Income): 93.1% EL/RFEP Combined: 93.3% FY: 79% 	<p>2016-17 Attendance Rates are as follows:</p> <ul style="list-style-type: none"> All Students: 94.2% Special Education: 93.3% Socioeconomically Disadvantaged: 91.8% 	<p>2017-18 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:</p> <ul style="list-style-type: none"> All Students: 94.5% Special Education: 93.8% 	<p>2018-19 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:</p> <ul style="list-style-type: none"> All Students: 94.7% Special Education: 94.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Homeless: 85% 	<ul style="list-style-type: none"> EL & RFEP Combined: 91.5% Foster Youth: 80.3% Homeless: 84.2% <p>Attendance rates have held relatively steady, with slight improvement in Special Education and Foster Youth subgroups.</p>	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 92.5% EL & RFEP Combined: 92.5% Foster Youth: 88.0% Homeless: 88.0% 	<ul style="list-style-type: none"> Socioeconomically Disadvantaged: 93.0% EL & RFEP Combined: 93.0% Foster Youth: 91.0% Homeless: 91.0%
Chronic Absenteeism Rates as measured by the California Department of Education (Dashboard)	<p>Baseline established 2017-18:</p> <ul style="list-style-type: none"> All Students: 15.4% African American: 20.2% Hispanic/Latino: 21.9% Pacific Islander: 27.5% Special Education: 26.1% EL & RFEP: 28.2% Foster Youth: 52.7% Homeless: 52.5% 	<p>Baseline established 2017-18</p>	<ul style="list-style-type: none"> All Students: 14.5% African American: 18.0% Hispanic/Latino: 19.0% Pacific Islander: 24.0% Special Education: 22.0% EL & RFEP: 25.0% Foster Youth: 38.0% Homeless: 38.0% 	<p>All Students: 13.5%</p> <ul style="list-style-type: none"> African American: 15.0% Hispanic/Latino: 16.0% Pacific Islander: 20.0% Special Education: 18.0% EL & RFEP: 21.0% Foster Youth: 32.0% Homeless: 32.0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates as measured by the California Department of Education (Dashboard)	<p>Baseline established 2017-18:</p> <ul style="list-style-type: none"> • All Students: 93.4% • African American: 78.9% • Hispanic/Latino: 88.6% • Pacific Islander: 82.9% • Special Education: 74.6% • EL & RFEP: 76.9% • Foster Youth: *% • Homeless: 78.8% 	Baseline established 2017-18	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.
Suspension rates as measured by the California Department of Education (Dashboard)	<p>2016-17 suspension rates are as follows:</p> <ul style="list-style-type: none"> • All Students: 4.4% • African American: 9.5% • Hispanic/Latino: 6.5% • Pacific Islander: 10.1% • Special Education: 10.1% • EL & RFEP: 8.8% 	<p>Demonstrate a decrease in the suspension rate for “All” students in general and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> • All Students: <4.5% • African American: <14.1% • Hispanic/Latino: <7.7% 	<p>Demonstrate a decrease in the suspension rate for “All” students in general and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> • All Students: <4.0% • African American: <12% • Hispanic/Latino: <7% 	<p>Demonstrate a decrease in the suspension rate for “All” students in general and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> • All Students: <3.5% • African American: <10% • Hispanic/Latino: <5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> Foster Youth: 21.4% Homeless: 6.1% 	<ul style="list-style-type: none"> Pacific Islander: <10.2% Special Education: <10.7% EL & RFEP: <8.3% Foster Youth: <16.4% <p>Homeless: <12.2%</p>	<ul style="list-style-type: none"> Pacific Islander: <9% Special Education: <10% EL & RFEP: <8% Foster Youth: <16% <p>Homeless: <12%</p>	<ul style="list-style-type: none"> Pacific Islander: <7% Special Education: <8% EL & RFEP: <5% Foster Youth: <12% <p>Homeless: <10%</p>
Number of Expulsions as measured by the California Department of Education (Dashboard)	In 2016-17, the total number of expelled students was 22.	<p>Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> At minimum < 22 total expulsions 	<p>Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline</p> <ul style="list-style-type: none"> At minimum < 18 total expulsions 	<p>Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup compared to baseline</p> <ul style="list-style-type: none"> At minimum < 15 total expulsions
Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard	<p>2016-17 9th grade students earning 30+ credits after first semester:</p> <ul style="list-style-type: none"> All Students: 86% African American: 75.8% Hispanic/Latino: 79.2% 	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<ul style="list-style-type: none"> • Pacific Islander: 73.6% • Special Education: 75.5% • EL & RFEP: 78.3% • Foster Youth: 40% • Homeless: 46.7% 	<ul style="list-style-type: none"> • At minimum: 9th grade <p>students earning 30+ credits</p> <p>> 86%</p>	<ul style="list-style-type: none"> • At minimum: 9th grade <p>students earning 30+ credits</p> <p>> 88%</p>	<ul style="list-style-type: none"> • At minimum: 9th grade <p>students earning 30+ credits ></p> <p>90%</p>
Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard	<p>2015-16 10th grade students earning 120+ credits after second semester</p> <ul style="list-style-type: none"> • All Students: 77.8% • African American: 61.5% • Hispanic/Latino: 64.7% • Pacific Islander: unk% • Special Education: 61.6% • EL & RFEP: 62.9% • Foster Youth: 66.7% • Homeless: 31.6% 	<p>Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> • At minimum: percent of 10th grade students earning 120 credits > 78% 	<p>Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> • At minimum percent of 10th grade students earning 120 credits > 80% 	<p>Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> • At minimum percent of 10th grade students earning 120 credits > 82%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rates as measured by the SUHSD District Dashboard	<p>Class of 2016: Cohort Graduation Rate =79%</p> <ul style="list-style-type: none"> Af. Am. = 59.2% Latino = 73.7% Pac Island. = 50.8% Spec Ed = 62.9% EL = 70.5% Foster = 50% Homeless = 50% 	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	This measurement tool has been changed. See the above metric and associated measurement tool.	This measurement tool has been changed. See the above metric and associated measurement tool.
Suspension rates as measured by the SUHSD Dashboard	<p>2015-16 Suspension Rate - 4.9%</p> <ul style="list-style-type: none"> Af. Am. = 14.1% Latino = 7.7% Pac Island. = 10.2% Spec Ed = 10.7% EL & RFEP = 8.3% Foster = 16.4% Homeless = 12.2% 	<p>Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline.</p> <ul style="list-style-type: none"> All Students- <4.5% Af. Am. <14.1% Latino < 7.7% Pac Island. < 10.2% Spec Ed <10.7% EL & RFEP < 8.3% Foster < 16.4% Homeless < 12.2% 	This measurement tool has been changed. See the above metric and associated measurement tool.	This measurement tool has been changed. See the above metric and associated measurement tool.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of Expulsions as measured by the SUHSD Dashboard	2015-16 Number of Expulsions = 28 <ul style="list-style-type: none"> Af. Am. = 3 Latino = 18 Pac Island. = 1 Spec Ed = 4 EL & RFEP = 19 Foster = 0 Homeless = 0 	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. <ul style="list-style-type: none"> At minimum <25 total expulsions 	This measurement tool has been changed. See the above metric and associated measurement tool.	This measurement tool has been changed. See the above metric and associated measurement tool.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

2.1 Support the development of a two-week SEL (social-emotional learning) mental health curriculum to be delivered to all 9th grade students through Life Skills classes and targeted at-risk students (Redwood)

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

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

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

2.5 Continue to explore the Multi-tiered Systems of Support (Tiers 1 – 3) for student behavior and mental health intervention and support through the district Discipline Committee

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

Modified Action

2018-19 Actions/Services

2.1 Finish evaluating existing mental health curricula for use in Life Skills classes and targeted at-risk students and implement.

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

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

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

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

2.6 Continue to explore/investigate systems to support attendance monitoring that align with the tiered system of interventions the Discipline Task Force will be defining and implementing

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

Modified Action

2019-20 Actions/Services

2.1 Modify existing mental health curricula for use in Life Skills classes and targeted at-risk students and expand as necessary.

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

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

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

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

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

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

Budgeted Expenditures

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

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

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Evaluate the current programs for “at risk” students and modify as needed:

3.1 Compass (Incoming 9th graders)

3.2 Team Ascent (Incoming 9th graders)

3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access

3.4 Sequoia Aspirations Program (SAAP) for identified/targeted “at risk” 9th and 10th grade students

2018-19 Actions/Services

Evaluate the current programs for “at risk” students and modify as needed:

3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.

3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.

3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access

2019-20 Actions/Services

Evaluate the current programs for “at risk” students and modify as needed:

3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.

3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.

3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access

3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher)

3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension

3.7 Support dual enrollment options for SUHSD students, to include Adult School

3.4 Sequoia Aspirations Program (SAAP) for identified/targeted “at risk” 9th and 10th grade students. Increase number of Pacific Islander students participating.

3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher)

3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension

3.7 Support dual enrollment options for SUHSD students, to include Adult School

3.4 Sequoia Aspirations Program (SAAP) for identified/targeted “at risk” 9th and 10th grade students. Increase number of Pacific Islander students participating.

3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher)

3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension

3.7 Support dual enrollment options for SUHSD students, to include Adult School

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,442,416	\$1,542,416	\$1,565,552
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	<p>1000-1999: Certificated Personnel Salaries</p> <p>3.1 \$100,000</p> <p>3.2 \$143,000</p> <p>3.3 \$503,816</p> <p>3.4 \$525,600</p> <p>3.5 \$250,000</p> <p>3.7 \$20,000</p> <p>3.1 Compass: Supplemental Concentration Grant</p> <p>3.2 Team Ascent: Title I</p> <p>3.3 Summer School: Supplemental Concentration Grant</p> <p>3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations</p> <p>3.5 IS Benefits/Salary: Supplemental Concentration Grant</p> <p>3.7 Adult School: Supplemental Concentration Grant</p> <p>3.1 Obj. Code 1907, 2107, 3000</p> <p>3.2 Obj. Code 1907, 2107, 3000</p> <p>3.3 Obj. Code 1907, 2107, 3000</p> <p>3.4 Obj. Code 1101, 3000, 1901</p> <p>3.5 Obj. Code 1101, 3000</p> <p>3.7 Obj. Code 1101, 3000</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3.1 \$100,000</p> <p>3.2 \$143,000</p> <p>3.3 \$503,816</p> <p>3.4 \$525,600</p> <p>3.5 \$250,000</p> <p>3.7 \$20,000</p> <p>3.1 Compass: Supplemental Concentration Grant</p> <p>3.2 Team Ascent: Title I</p> <p>3.3 Summer School: Supplemental Concentration Grant</p> <p>3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations</p> <p>3.5 IS Benefits/Salary: Supplemental Concentration Grant</p> <p>3.7 Adult School: Supplemental Concentration Grant</p> <p>3.1 Obj. Code 1907, 2107, 3000</p> <p>3.2 Obj. Code 1907, 2107, 3000</p> <p>3.3 Obj. Code 1907, 2107, 3000</p> <p>3.4 Obj. Code 1101, 3000, 1901</p> <p>3.5 Obj. Code 1101, 3000</p> <p>3.7 Obj. Code 1101, 3000</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3.1 \$101,500</p> <p>3.2 \$145,145</p> <p>3.3 \$511,373</p> <p>3.4 \$533,484</p> <p>3.5 \$253,750</p> <p>3.7 \$20,300</p> <p>3.1 Compass: Supplemental Concentration Grant</p> <p>3.2 Team Ascent: Title I</p> <p>3.3 Summer School: Supplemental Concentration Grant</p> <p>3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations</p> <p>3.5 IS Benefits/Salary: Supplemental Concentration Grant</p> <p>3.7 Adult School: Supplemental Concentration Grant</p> <p>3.1 Obj. Code 1907, 2107, 3000</p> <p>3.2 Obj. Code 1907, 2107, 3000</p> <p>3.3 Obj. Code 1907, 2107, 3000</p> <p>3.4 Obj. Code 1101, 3000, 1901</p> <p>3.5 Obj. Code 1101, 3000</p> <p>3.7 Obj. Code 1101, 3000</p>
Budget Reference	2000-2999: Classified Personnel Salaries		

Amount		\$332,097	\$367,587
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$100,000	\$100,000	\$100,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901	1000-1999: Certificated Personnel Salaries 3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901	3.4 SAAP Benefits/Salary: \$425,600 Supplemental Concentration Grant, \$100,000 Local Grants and Donations 3.4 Obj. Code 1101, 3000, 1901
Amount	\$57,000	\$57,000	\$57,000
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813	5800: Professional/Consulting Services And Operating Expenditures 3.6 Consultant: Supplemental Concentration Grant 3.6 Obj. Code 5813

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 7

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Number of School Records forwarded/requested within 2 business days		
Type of Support Services accessed by FY	Identify and track services accessed by foster youth throughout the year	Establish Baseline type of support services accessed by foster youth	Demonstrate an increase of the percent of foster youth students who access services throughout the year as well as the type of services; 80% of foster youth students access at least one service.	Demonstrate an increase of the percent of foster youth students who access services throughout the year as well as the type of services; 85% of foster youth students access at least two services.
Percent of teachers, administrators and key personnel receiving Professional Development on FY needs	Establish baseline	Ensure that 100% of administrators and a to be established baseline of percent of teachers and other key personnel receive training on the needs and resources available for foster youth	Ensure that 100% of administrators and a 20% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth	Ensure that 100% of administrators and a 30% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.1 Identify staff to support implementation of systems and protocols that will result in the desired outcomes.

1.2 Refine district protocol to ensure that as foster youth students transfer in they are:

- Enrolled promptly
- Placed in appropriate classes
- Provided with list of services available on campus and

districtwide

1.3 Establish partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services, etc: to establish clear processes so key parties are:

- Notified when a student is transferring in or out of our district

2018-19 Actions/Services

1.1 Fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes

1.2 Combined with 1.1

1.3, 1.5, 1.4, 1.5, 1.6 and 1.7 Incorporated into Action 2

1.4 Is now Action 3

2019-20 Actions/Services

1.1 Continue to fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes

so that check out grades and appropriate credits are in

place for a smooth student transition

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

1.5 Continue to participate in meetings/events related to foster youth:

- SMCOE Foster Youth Administrative Council
- SMCOE Foster Youth District Liaisons Meetings
- CA Foster Youth Education Summit (1 admin and 1 staff

from each site and district office - total 10 people)

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

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

Budgeted Expenditures

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

Action 2

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Foster Youth

LEA-wide

All Schools

Actions/Services

New Action

Unchanged Action

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

2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students

2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters

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

2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students

2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters

Budgeted Expenditures

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

Action 3

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

Foster Youth	LEA-wide	All Schools
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Actions/Services

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

districts and feeder schools (RWC SD, Ravenswood, Carlmont feeders, Woodside feeders, etc.), the county, and community resources (i.e., B&G Club, etc.) for the purpose of identifying the needs of and providing support to FY and Homeless students. Make sure the collaborative team gets on relevant listservs and contact lists to be invited to events and PD opportunities. Provide the following staff development opportunities:

- Track One: Specific to foster youth and homeless

students

- Track Two: Bi-Annual and district-wide mental health

intensive

- Track Three: Voluntary program for general

certificated and classified staff

3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students

needs of and providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.).

3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students

Budgeted Expenditures

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

Action 4

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

Foster Youth	LEA-wide	All Schools
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Actions/Services

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

Budgeted Expenditures

Amount			\$10,000
Source			Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

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

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

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

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

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

- Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district
- Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.)

for tracking and documentation of FY and Homeless students

- Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters

- Expand collaborative team within SUHSD for the purpose of identifying the needs of and providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.).
- Participate in local, county and state trainings on addressing the needs of FY/Homeless students
- Provide personal computing devices (Chromebooks) for all Foster Youth students across the district. Investigate internet access at home; if none, provide LTE connectability or hot spot.

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

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

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

Additional actions/services and estimated costs identified to support English Learners are the following:

- Increase numbers of co-taught courses for ELD III level students (Goal 5)- \$180,000
- Allocating funds for site Bilingual Parent Liaisons (Goal 3) - \$672,409

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

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

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