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)

LCFF Evaluation Rubrics: 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	Bonnie Hansen Assistant Superintendent - Educational Services	Email and Phone	bhansen@seq.org (650) 369-1411

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

The official CALPADS counts for the 2016-17 school year as of 5.1.17 are as follows: Total Enrollment (excluding charter schools): 8,435; Latino: 3,694 (43.8%); White: 3,313 (39.3%); Asian: 673 (7.9%); African American: 203 (2.4%); Pacific Islander: 208 (2.5%); Native American: 30 (0.4%); English Learners (EL): 1,191 (14%); Title III Immigrants: 328 (.04%); Title I Migrant: 101 (1%); Students w/disabilities (SWD): 962 (11%); Foster Youth (FY): 25 (0.3%); Students in Transitional Housing (Homeless): 36 (0.4%). The percent of unduplicated pupils is approximately 33.8%.

Prior the institution of LCAP, the SUHSD conducted a needs assessment analyzing performance and exit data which resulted in 8 Identified Needs. A corresponding Metric and Goal was then set for each Need, including measurable year-to-year targets. The SUHSD "Dashboard" Data (http://seq.org/?id=128) is a key tool that the District uses to identify needs and measure progress in all major areas monitored at the high school level. The SUHD Dashboard also addresses most of the Required Data for each of the Eight State Priority Areas and the new State Dashboard. Therefore, it has been used and continues to be used as the basis for the LCAP Goals.

Many new programs and support services have been put in place over the past four years to support the district's efforts to close the achievement gap. From teacher support through professional development, implementation of Common Core and ELD Standards to student support services such as alternative programs to suspensions, priority to credit recovery programs and summer school, as well as specialized programs like Team Ascent, Sequoia Aspirations Advocate Program, and many more that are highlighted in the LCAP.

In addition, the SUHSD has partnered with outside agencies and community organizations to support new initiatives and/or to continue services, especially those supporting unduplicated pupils. Examples of such partnerships include the Tri-District Partnership funded by the Chan/Zuckerberg & PEERY Foundation. It was

awarded in 2015-16 for a period of three years to align efforts amongst SUHSD and its two major feeder districts: Redwood City and Ravenswood Elementary School Districts. The grant allowed for and facilitated the collaboration of all three districts to improve services and student achievement for all students by focusing on specific areas such as: alignment of protocols for sharing students information, reporting data, K-12 support systems, academic calendars as well as coordinating family events, teacher collaboration opportunities, and more.

Another example is that of the "Grow Your Own" teacher credentialing program. This is a partnership with Notre Dame University, and it is also privately funded. The idea for this program developed from LCAP Goal 1. The need to not only continue to hire highly qualified teachers but to do so while recruiting teachers that mirror the overall student population has been a major focus for SUHSD. Thus, establishing this program has allowed for the district to support current classified staff members interested in pursuing a career in education and achieving a teaching credential. The first year of implementation for this program was 2016-17 with 7 participants. For the 2017-18 school year, an additional 7 participants will join the program.

A significant achievement gap persists despite excellent teachers, support classes, after school programs, and summer school. Many of our students live in shared housing or have experienced periods of homelessness due to the high cost of living and these students are unsure of their long term living conditions and/or residence. For that matter, SUHSD believes that all students regardless of socioeconomic status, race or ethnicity are entitled to an education that promotes equity and access for all. Thus, as part of the district's vision of engaging and preparing all students to excel in a global society, the district offers a rigorous college prep curriculum and support to all students who aspire to higher education, including students "in the middle" and first-generation college students through programs such as and not limited to: Advancement Via Individual Determination (AVID), BUILD, CTE Academies. In addition, the district strives to improve graduation rates, and access to and enrollment in AP/IB courses while lowering dropout and expulsion rates.

Parent engagement is also another key focus for the SUHSD. For that matter, it funds a full time District Parent Coordinator to support district-wide parent activities and educational programs as well as assist Bilingual Site Parent Liaisons with site related parent events. One program that was implemented in the past, and continues to be a success for the SUHSD, is the Parent Project. This program is a series of 10 workshops where parents learn of and discuss parenting activities as well as ways to support the academic achievement of their students.

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

Working closely with stakeholders throughout the district, it was deduced that the district continue with eight goals as the areas of focus for the next three years paying close attention to the state indicators and subgroups reflecting the most needs.

Goal 1: 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.
Actions/Services #2: Develop Your Own Program, #3: Administrator Training (pp.59)

Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.
Actions/Services #3- E.L. Achieve/Constructing Meaning Professional Development (pp. 66)

Goal 3: Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities.
Actions/Service #3: Parent Project (pp. 74)

Goal 4: Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL.
Action/Services #1: E.L. Achieve/Systematic ELD Professional Development and EL Task Force (pp. 77)

Goal 5: Access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion.

Actions/Services: #1 Dual Enrollment Classes, #2 Co-Teaching (pp. 83)

Goal 6: Student access to and encouragement to enroll in AP/IB courses.
Actions/Services: #1- One-to-one Device/AVID, #2: Professional Development and Teacher Collaboration (pp. 89)

Goal 7: Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, dropout, suspension, and expulsion rates.
Actions/Services: #2 Multi-Tier Systems of Support (pp. 96)

Goal 8: Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population.
Actions/Services: #1- Partnerships with Outside Agencies, Professional Development (pp. 101)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 is most proud of its progress with respect to suspension rates as noted in the both the 2017 State Dashboard and our own SUHSD Dashboard. In the State Dashboard, the district's level of performance for all students is shown in categories as follows: Color-Green, Status Level- Medium and Change Level - Declined. The SUHSD Dashboard also reports a decline in suspension rates from 2013-14 to 2015-16 from 7.1% to 4.9%. The district began focusing on suspensions rates before the institution of LCAP. However, its continued efforts to address this regardless of ongoing progress is what continues to decrease the rate of suspension for all students. Specifically, focusing on the percent of students earning the appropriate amount of credits by the end of 9th and 10th grade has been the result of the development and implementation of support services such as: Team Ascent and the Sequoia Aspirations Advocate Program (SAAP), both of which are highlighted in Goal 7. Both of these programs are designed to support "at risk" students. They identify rising 9th grade students prior to enrolling in the district and follow them through the 9th and 10th grade. The students are then closely monitored throughout the summer and school year to ensure they learn of and meet high school expectations as well as what it means to be a student.

Another area of growth is with the foster youth subgroup. The SUHSD Dashboard shows improvement in A-G rates as well as enrollment in AP/IB courses. The percent meeting A-G rose from 0% (Class of 2013) to 20% (Class of 2016). Similarly, the percent of graduate foster youth who took at least one AP/IB course from the same classes mentioned above went from 0% to 50%. The fact that we are now monitoring the performance of this subgroup is the result having Goal 8 in the LCAP that is specific to this subgroup. The LCFF and LCAP has highlighted the need to support this subgroup among others, and Goal 8 for SUHSD is ensuring foster youth enrolling in this district are identified and supported through established systems of support at the district and site level. Next steps are to enhance current practices and/or identify new actions to increase the overall performance of foster youth.

Referring to the LCFF Evaluation Rubrics, 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

From the three indicators currently addressed by the State Dashboard, the one for which the performance of SUHSD is "Orange" is the English Learner Progress Indicator. The level is "Low" and the status change is "Maintained." In addition, with respect to the Graduation Rate Indicator, the English Learners subgroup is the one group whose level of performance is "Red." In addition, the Socioeconomically Disadvantaged, Students with Disabilities and Hispanic subgroups show a performance level of "Orange," indicating a significant improvement need amongst these three.

The steps SUHSD is planning on taking to address these areas with greatest need for improvement are outlined in the LCAP as follows:

English Learners Progress Indicators

- Goal 2: Implementation of Common Core and ELD Standards (pp. 64-68)
    - Professional Development/Constructing Meaning

- Goal 4: Long Term English Learners (pp. 75-80)
    - Professional Development- Systematic ELD
    - ESL Data Management System - Ellevation
    - English Language Proficiency Assessment of California (ELPAC) District-wide Implementation

Graduation Rate Indicator

- Goal 7: School Climate- Graduation Rate, Credits Earned 9th and 10th Grade (pp. 92-99)
    - Team Ascent, SAAP, etc.
    - Multi-Tier Systems of Support

Referring to the LCFF Evaluation Rubrics, 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 performance gaps between all students and subgroup are:
- **Graduation Rates:** All (Yellow), EL (Red)
- **Suspension Rates:** All (Green), AA (Orange)

In addition, with respect to student performance in English Language Arts and mathematics as measured by 2016 Smarter Balanced Assessment of California (SBAC), the following gaps exists:
- **English Language Arts (ELA):**
    - Met or Exceeded Standards: All (59%), EL in country 1+ years (6%)
    - Nearly Met Standards: All (20%), ELs in country 1+ years (26%)
    - Not Met Standards: All (21%), ELs in country 1+ years (68%)
- **Mathematics (Math):**
    - Met or Exceeded Standards: All (46%), ELs in country 1+ years (5%)
    - Nearly Met Standards: All (20%), EL in country 1+ years (9%)
    - Not Met Standards: All (34%), EL in country 1+ years (86%)

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

- **Graduation Rates**: Goal #5 (pp. 81)
- **Suspension Rates**: Goal #7 (pp. 92)
- **ELA Performance:** Goals #2 (pp. 62) and #4 (pp. 75)
- **Math Performance:** Goals #2 (pp. 62) and #4 (pp. 75)

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The SUHSD LCAP identifies means by which it will increase or improve services for low-income students, English Learners and foster youth as follows:

Low-Income Students:
- **Goal 3:** Promote and increase school/district and community connectedness by providing quality site and district-wide parent engagement and education opportunities. *Actions/Service #3: Parent Project (pp. 74)*

- **Goal 5:** All students be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion. *Action/Services #1.2, #1.6 and #3: Support Classes, AVID Sections, Continuous Monitoring of Low Income Students (pp. 83 & 86)*

- **Goal 6:** All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD. *Action/Services #1.2, #1.6 and #2.1: Equal Opportunity Schools, AVID Program, AP/IB Enrollment (pp. 89 & 91)*

- **Goal 7:** Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, dropout, suspension, and expulsion rates. *Actions/Services: #2 and #3 Multi-Tier Systems of Support, Support Programs for "At Risk" Students (pp. 96-99)*

English Learners:
- **Goal 1:** 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. *Action/Services #1: Support for teachers and Professional Development for Administrators, (pp. 58)*

- **Goal 2**: Access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade-level CCSS. *Actions/Services #3- Professional Development-Constructing Meaning (pp. 66)*

- **Goal 3:** Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities. *Actions/Service #1 - #2: Establishment of ELAC, Support to Carlmont High School (pp. 71-73)*

- **Goal 4:** Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL. *All Action/Services (pp. 77-80)*

- **Goal 5:** All students be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion. *Action/Services #3: Continuous Monitoring of English Learners (pp. 86)*

- **Goal 7:** Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, dropout, suspension, and expulsion rates. *Actions/Services #3: Summer School (pp. 97-99)*

Foster Youth:
- **Goal 5:** All students be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion. *Action/Services #3: Continuous Monitoring of Foster Youth (pp. 86)*

- **Goal 8:** Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population. *(pp. 101-102)*

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$147,665,669,
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$101,788,464

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures included in the General Fund amount for the 2017-18 LCAP that are not included in the LCAP consist of salaries and benefits of District business office support staff, routine maintenance of grounds and facilities, utilities, as well as additional support to food services. In addition, it includes contracted services for legal counsel, human resources and administrative services.

$126,514,911	Total Projected LCFF Revenues for LCAP Year

LCAP Year Reviewed: 2016-17

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 communities whom we serve.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

100% of teachers are highly qualified.

Year	African American	Latino	Asian	Filipino	Pacific Islander	White (Not of Hispanic Origin)	Total
2014-15	1 (1.4%)	4 (5.7%)	14 (20%)	1 (1.4%)	0 (0%)	50 (71.4%)	70
2015-16	5 (9.3%)	4 (7.4%)	9 (16.6%)	3 (5.6%)	1 (1.9%)	32 (59.3%)	54
2016-17	2 (2.4%)	18 (22%)	7 (8.5%)	1 (1.2%)	0 (0%)	54 (65.9%)	82

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

Actions/Services

PLANNED	ACTUAL
District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified.	100% of the teachers hired were highly qualified and authorized to teach English Learners.

Expenditures

BUDGETED	ESTIMATED ACTUAL
FTE Cost (minus Support Classes, Co-teaching, AVID and SAAP below): Base $62,246,661 Object Code: 1000-3999	FTE Cost: $61,263,170 Base Object Code: 1000-3999

Action 2

Actions/Services

PLANNED	ACTUAL
SUHSD will continue to: • Attend job fairs throughout Bay area as well as Northern CA as needed • Participate in Stanford University Mock Interviews • Post specific as well as "general" positions in Edjoin • Participate in teacher conference Explore different means by which to recruit /hire locally and long term teachers who reflect demographically our student population – • Establish a Task Force/Committee • Identify means for supporting classified staff and/or bilingual parents interested in a teaching position.	In 2016 – 2017, the District used four strands for recruiting and retaining highly qualified teachers with the intent of increasing the number of underrepresented minority teachers who represent student demographics of the district. The first strand included more focused recruitment strategies. a. inclusion of site representatives (principals, assistant principals, and teachers) in the recruitment fairs b. development of updated recruitment materials c. on-site interviews by site administrators (Stanford and SCU) d. Planning of subsidized infant/toddler care for teachers at a district site to be implemented during the 2017–2018 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Recruitment Expenses: $3,000-Base Object code: 5205 Task Force: $5,000-Supplemental Concentration Grant	Recruitment Expenses: $3500 Base Object code: 5205 No Task Force Costs

| | | Object code: 1906, 3000 | |

Action 3

	PLANNED	ACTUAL
Actions/Services	Ensure 100% of teachers teaching ELD have appropriate credentials and are highly qualified to teach both ELD and ELA courses.	All teachers in ELD and ELA are appropriately credentialed.
	BUDGETED	ESTIMATED ACTUAL
Expenditures		

Action 4

	PLANNED	ACTUAL
Actions/Services	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.)	Continued support for teachers new to the district a. TIPS – teachers new to the profession are able to clear their credentials at no cost in a district program that is authorized by the CTC b. Department and administrative support at the school sites c. Instructional coaching support provided by the District's Professional Development Department d. Access to professional development and training workshops through the District and other providers.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Consultant: $10,000- Supplemental Concentration Grant Object Code: 1906, 3000	Included in Goal 2 Action 2 and 3 below.

Action 5

	PLANNED	ACTUAL
Actions/Services	Implement "Developing Our Own" program to recruit future teachers. Brainstorm means by which to support a total of 10 participants in the program.	Implementation and participation in programs that identify and support classified staff members who are earning their teaching credentials a. Developing Our Own – in its second round of recruitment (eight current participants) for next year b. SMCOE state funded program – in its initial year (one participant)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Grant Funded: $125,000 Object Code: 5205	$122,300- Grant Funded Object Code: 5205

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.	Some of the actions and services were modified to account for changes in personnel and the implementation of more effective strategies and programs. For example, the Developing Our Own Program was implemented in the second year of the LCAP cycle and the Recruitment Task Force was strategically abandoned as an action item.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The focused recruitment of teachers has resulted in measurable increases in the percentage of Latino teachers into the district. For example, the percentage of new Latino teachers has increased from 5.7% of teachers hired to 22.0% over the last three years. All teachers hired for the 2016 - 2017 school year are highly qualified and authorized to teach English Language Learners.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The total budgeted expenditures for total FTE was over the estimated actual. This was due to an error in our original calculations. In addition, in revising and updating the LCAP, we readjusted where and under what goal pertinent certificated staff should be accounted for and included. Thus the difference of $983,000 for this particular expenditure. The actual Developing Our Own Program costs were approximately $2,700 below the anticipated costs. Since the formation of a formal Recruitment Task Force / Committee was not used as a strategy, this eliminated the corresponding amount budgeted - $5,000. Recruitment expenses came in $500 higher than anticipated since the District needed to update recruitment materials to reflect changes in personnel and the schools.

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 following changes were made and are included in the Actions for Goal #1:
- elimination of the task force as a strategy
- addition of programs to assist classified staff with become credentialed teachers
- addition of potential on-site childcare for teachers

Goal 2	Basic Services (Materials), Common Core Standards and Student Achievement:
	All students will have access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[ANNUAL MEASURABLE OUTCOMES](#)

EXPECTED

- Continue to implement Common Core State Standards
- 100% of Algebra I, Geometry, and Algebra II teachers will implement CCSS units-Math teachers will pilot Algebra I and Algebra Readiness materials and confirm which curriculum to adopt for each course
- English teachers will continue to implement and refine CCSS site common units
- English and math will continue to use Interim Assessments Blocks (IAB) as District-wide interim assessments
- Social Studies courses will implement at least one expository and one argumentative writing piece per year and take one districtwide common assessment based on primary documents
- Science teachers will develop and pilot units for biology, physics, and chemistry

At minimum, maintain the percent of students districtwide that score "At or Near Standards" in the English and Math IAB and are CSU College ready as measured by CAASPP-EAP. (Because API is no longer calculated, we cannot include result in our LCAP. If and when API is calculated, we will include such data in our measurements.)

ACTUAL

This year the district coordinated efforts to pilot and choose materials for Algebra I and Algebra Readiness. After extensive piloting, math instructional leaders chose two textbooks for Algebra I- Big Ideas from Houghton Mifflin Harcourt and College Preparatory Mathematics. For Algebra Readiness, a two-year course that begins with one semester of double-block intervention, the district piloted the Math 180 program. Our focus on identifying textbooks minimized the opportunities to observe math teachers for the purpose of observing the implementation of CCSS units.

In the area of English, teacher leaders agreed on criteria to use to evaluate the common units at each site. With a priority on English III units, an outside consultant worked with teachers to review the common units and to provide direction for revising them based on the criteria. English III teachers met in the spring and revised the units one last time and then were implemented.

English and Math IABs (one of each) were administered in the Fall of 2016. For English, listening standards were identified as the areas needing the most growth. For math, students needed more practice with the equation editor.

Social Studies teachers implemented one common assessment in the

10th and 11th grades, as well as one expository and one argument writing. In January, 10th and 11th grade teachers identified anchor papers and trends in the results of the common assessments. They also made adjustments to the common assessments for next year.

Science teachers completed and piloted one unit for each of the following: biology, physics, and chemistry. Teachers used the implementation data to refine the units and shared with other teachers during an exhibition held in the spring in preparation for 2017-18 implementation.

In assessments, IABs showed a slight decrease in ELA (-4%) and a slight increase in math (+2%). The district communicated the areas for growth, specifically in listening and problem-solving. Practice questions were created and sent out to teachers. Teachers also had the opportunity to integrate these skills into regular lessons.

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**

Actions/Services

PLANNED	ACTUAL
District base program is to ensure proper implementation of Common Core state standards as well as ensures all students have access to board adopted and supplemental materials aligned to Common Core State Standards including ELD Standards. (EC 60119 (c))	Students were exposed to CCSS-NGSS standards in all core subject areas. English courses included at least two common units, math students had texts and units that were all aligned to common core standards. Social studies students learned CCSS literacy standards in 9-11th grade courses, and teachers implemented NGSS units. This year, the district adopted an Algebra I book (Big Ideas) and piloted an intervention course for support and Algebra Readiness (Math 180). A consultant reviewed English units against agreed upon criteria and then teachers met with the consultant to revise the units. Social Studies teachers implemented a common assessment and revised World Studies units and science teachers created several NGSS pilot

		units.
Expenditures	**BUDGETED** Instructional Materials Base $2,053,314 Object Code: 4000	**ESTIMATED ACTUAL** Math Text Process: $880 (Base)- 1121 and 1906, 3000 Textbooks-Math $180,000 (District CCSS 9010)- 4351 Math 180: $134,000 (Base)- 4351 English Curricular Work: $73,725 (Base)-1121, 1906, 3000, and 5813 Social Studies: $2100 (Base)- 1121, 3000 Science: $18,708.79 (Base)- 1121 and 1906, 3000 Total: $409,413.79 (Base)

Action **2**

Actions/Services	**PLANNED** To improve upon our practice, we will continue to • Identify, adopt, etc. materials-Algebra II implementation 2016-17, Algebra I implementation 2017-18 • Fund instructional coaches, expanding the FTE for math coach and adding a SPED coach.	**ACTUAL** All math materials were implemented. A .4 and .6 coach for math - for a total of 1.0 instructional math coaches worked in the department this year. A SPED coach at .4 worked on Universal Design for Learning (UDL), co-teaching, and access for students in Common Core curricular areas.
Expenditures	**BUDGETED** Instructional Coaches: Base $540,000 Object Code: 1901, 3000	**ESTIMATED ACTUAL** New Coaches- $150,000 (Title II)- 1901, 3000 Continued Coaching cost: $386,000 (Base)- 1901, 3000 Total- $536,000 See Math Materials in budget in Action 1

Action **3**

Actions/Services	**PLANNED** Continue to implement PD program to advance instruction and learning for Common Core Standards and skills through:	**ACTUAL** Teacher Orientation Week provided 27 sessions for new teachers and 18 sessions for current staff, with several sessions on Common Core Curriculum and Instructional

	- Teacher Orientation Week - Instructional Rounds - CCSS Cohorts - All Staff PD Days - June Institute - After school and on-demand PD modules available for sites and departments	Strategies. 40 teachers participated in instructional rounds at three sites. 50 teachers participated in 17 cohorts, each with a focus question and inquiry cycle connected to a Common Core strategy. All Staff Professional Development days included CCSS strategy sessions and English Learner strategies to help students to access Common Core Standards. 101 teachers participated in 24 June Institute sessions which included textbook PD, Common Core strategies and curricular work time. 30 after school workshops focused on technology, data, instructional strategies, SPED strategies, planning, and classroom management.
Expenditures	**BUDGETED** Consultants/Teacher Prep: Base $200,000 Object Code: 1900, 3000	**ESTIMATED ACTUAL** $165,000 (Base) Object Codes 1121 and 1906, 3000

Action **4**

Actions/Services	**PLANNED** Support NGSS Curriculum development by paying teachers (up to 30 hours) to develop and pilot units. After pilots these teachers will offer training to other science teachers in their departments to assist them with implementation. Support ELD in the implementation of ELD units aligned to CCSS and ELD Standards. Work with a consultant to support with the planning, delivery, and assessment of lessons.	**ACTUAL** The district worked with teachers to create pilot units. Teachers developed: four biology units, five chemistry units, and one physics unit for implementation in 2017-18. Support ELD: See Goal 4, Action 3.

| Expenditures | BUDGETED
NGSS: $20,000 Base
Object Code: 1910, 1906, 3000
ELD Consultant: $10,000- Title III
Object Code: 5807
Materials: $3,500- Supplemental Concentration Grant
Object Code: 4110 | ESTIMATED ACTUAL
Science units: $18,708.79- Base (see reflected in #2)- 1121 and 1906, 3000
Object Code: 1906, 3000

Budget for ELD- See Goal 4, Action 3 |

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 district made great progress on curriculum development for CCSS. Units were developed and/or revised in all core subject areas. For materials, the district was able to purchase what was needed for math and compensate teachers for curriculum development in the other areas. The textbook budget is a challenge because the district doesn't receive instructional materials monies and must rely on state grants and general fund monies. Another challenge is that teachers are able to produce strong curriculum, but staff availability is unpredictable since teachers are compensated, but still volunteering to do extra work.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Curricular goals were met as evidenced by the instructional material purchased for math and ELD and the curriculum development completed by staff. The district has a plan to implement the Algebra I materials and began implementation of Math 180. Professional development plans were realized through institutes and events such as the Instructional Rounds held at three sites this year where 40 teachers participated and shared their work with staff. Teacher participation was also strong in the other events offered. Professional development effectiveness is difficult to measure but walk-through data helps to inform areas of strength and areas for growth in instruction.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	All budgets were spent according to what was planned except in the area of instructional materials. The planned expenditure amount of 2.8 million was a miscalculation, and we believe it was inclusive of site funds that may or may not be used for instructional purposes. The amount sent at the district level was approximately $1 million total, and it did not include the purchasing of the Math 180 and Algebra Readiness materials to be confirmed for use in 2017-18. In addition, materials will also be needed for NGSS implementation.

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.

Besides the amount budgeted for materials which will be rolled into next year, the budgets and activities will be similar. Professional Development expenditures and activities will be very similar. Once curriculum is completed for areas such as English, the focus will shift to monitoring and supporting teachers in implementation of curriculum. Science curriculum and materials implementation will continue to require a large budget in the next few years as well.

One addition for the next year is the district focus on CTE curriculum and pathways.

Goal 3	Parent Engagement: Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
• Develop and implement a District-wide Parent Engagement Calendar inclusive of site and district parent meeting/workshops that support site and District-wide goals. • Establish a format/system for evaluating site and District Parent Engagement and education opportunities to inform our practices. • Ensure participation and/or representation of parents of "unduplicated" groups at site/district parent engagement and education opportunities as well as leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee, District English Learner Advisory Committee, and LCAP Parent Advisory Committee). • 100% of school sites will have implemented the SUHSD Parent Project.	• The District produced and implemented a District-wide Parent Engagement Calendar inclusive of site and district parent meeting/workshops. The calendar is available to district and site administration. • Continuous evaluation is conducted at the current District Parent Engagement workshops and parent meetings. Evaluation forms are distributed at the end of each meeting so parents can provide feedback and request topics of interest. The evaluation results assist us to improve and change our educational workshops: meeting times, topics, presentations, etc. • The District and sites have increased diverse representation at their English Learners Advisory Committee (ELAC), School Site Council (SSC), District English Learner Advisory Committee (DELAC), and LCAP Parent Advisory Committee (LCAP-PAC), by approximately 2%. • The District implemented and conducted two series of the Parent Project at 3 comprehensive high schools, 1 charter school, and the continuation school.

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**

Actions/Services

District based program for parent involvement is inclusive but not limited to activities/events such as: Freshmen Orientation, grade Level College Applications Meetings, Back to School Night, and Open House.

In addition, the district continues to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, especially parents/guardians of English Learners, Foster Youth and/or Homeless. The coordinator is to perform the District-wide Parent related activities and provide technical support to Site Bilingual Parent Liaison.

District-wide Parent Activities:
- Facilitate, support, assist with District Parent Events: DELAC, 9th grade Transition Meetings, Compass Parent Meetings, LCAP Parent Presentations
- Coordinate/Facilitate monthly workshops for Site Bilingual Parent Liaisons
- Supports implementation of LEA Plan and LCAP goals
- Migrant Parent Workshops and Regional Events

District-wide Parent Engagement Calendar-

District Parent Coordinator (DPC) participated in and supported the successful implementation of the Freshmen Orientation meetings, College Application Meetings, Back to School Nights, and Open House at the district level.

The District Parent Coordinator (DPC), in conjunction with the Director of English Learners, conducted six educational meetings to fifteen DELAC members and officials. These meetings covered topics such as: how to understand the local and State education system, the process of Reclassification of EL students, how to support struggling students, allocation of EL funds, and how to access parent support at school sites. Additionally, a special LCFF/LCAP leadership training was offered to 20 DELAC officials in the fall of 2016.

The DPC facilitated
- Four High School Transition workshops to over 95 parents of incoming 9th grade students. Workshop topics included: high school expectations, programs, and services available for students and parents, navigating the educational programs to ensure students access higher education, and the importance of parent engagement in high school.
- In addition, five workshops for parents of students participating in the Compass program were also provided. The workshops consisted of similar topics to the High School Transition workshops and included campus tours at each high school.
- Three LCAP specific informational meetings were held district-wide, and end of semester and year celebrations were also hosted to honor parents who attended different workshops throughout the year as well as participating in the Parent Project. Approximately 35 parents attended the LCAP-PAC informational meetings.
- 45 Migrant parents were recognized at the end of the first

- Define/Identify Parent Engagement and Parent Education Opportunities - Identify "common" parent opportunities offered by all school sites and schedule accordingly to make available to all parents regardless of school site - Create/distribute site and district brochures with all the parent meetings/workshops for the 2016-17 school year - Align agenda items and timeline for all ELAC and DELAC meetings to ensure a common message is shared with all parents of English Learners - Include link to sites' parent engagement website on District's Parent website and vice versa. Common Evaluation/Feedback form – Information that we would like to obtain is inclusive of: - Number of meetings/workshops parents attend - Information/topics that are useful, important, and valued by parents - Information on how parents' meetings/workshops support parents - Correlation of parent meetings/workshops and student's progress in school	semester, and another 100 parents were recognized at two Parent Project celebrations. Strong efforts were made in increasing awareness of all parent engagement opportunities offered by the district. The DPC - Identified the need to continue offering the Parent Project in the fall as well as the spring semester. - Distributed district/school brochures, booklets, and event flyers to all school sites, feeder schools, and public communities and agencies. - Shared DELAC meeting dates and agenda topics for each meeting with parent liaisons to align ELAC meetings with DELAC meetings - Included website addressing all documents shared/distributed. Parent Coordinator established a feedback/evaluation form to use at the end of all meetings, workshops, etc: Site Bilingual Parent Liaisons were provided with a copy of the form to use as a sample or as is with their parents in their ELAC meetings.

| Expenditures | BUDGETED
District Parent Coordinator Salary/Benefits:
$90,000
-25% Migrant- $22,500
-20% Title I- $18,000
-55% Supplemental Concentration Grant - $49,500
Object Code: 2915, 3000
Parent Engagement Budget: $50,000-
Supplemental Concentration Grant
Object Code: 2915, 3000 | ESTIMATED ACTUAL
District Parent Coordinator Salary/Benefits: $90,000 -
-25% Migrant- $22,500
-20% Title I- $18,000
-55% Supplemental Concentration Grant - $49,500
Object Code: 2915, 3000

Parent Engagement Budget: $96,555.25 - Supplemental Concentration Grant
Object Code: 2915, 3000 |

Action   **2**

	PLANNED	ACTUAL
Actions/Services	Parent Project • Continue to support the implementation of SUHSD Parent Project at all the schools: Facilitators (2 per series), materials, etc.: • Four Schools (MA, SQ, WD, RD, possibly CA) • 10 Series Total (2 at each school and-CA attends another school) • 90 classes (11 per series) • 90 parents (10 per series) • 4 facilitators (approximately 70 hrs.) • 2 graduation ceremonies • Ensure at least one series is offered to parents of Carlmont students either on site or by encouraging them to attend the series at a different site.	Parent Project: • Two Parent Project series, one during the fall and one in the spring, were held • Five schools (M-A, SQ, WD, RD, and EPAA) participated • 10 series total two per series per school • 118 total parents • 4 facilitators (approximately 40 hrs. per school per facilitator) • 2 parent graduation ceremonies • Carlmont continued to encourage parents to attend the series at a site of their choice.
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Facilitators (4 x 70 hrs. x $45 p/h), materials (Teacher and Student Guides, etc.) for all series Title I, Part A - $14,600 Supplemental and Concentration - $14,400 Object Codes: 2915, 3000, 4351, 4352	Materials: $3,000- Title I, Part A Facilitator Training: $1,500- Title I Part A Facilitator Salary/Benefits: $11,000- Supplemental and Concentration (Reflected in Parent Engagement Budget above- same goal- Action 1) Object Codes: 2915, 3000, 4351, 4352

Action 3

	PLANNED	ACTUAL
Actions/Services	Inclusion/"unduplicated" groups at site/district parent engagement and education opportunities • Identify parents of "unduplicated" students that would benefit from participating in key committees such as: ELAC, DELAC, LCAP, SSC/SDMC, PTA, etc. • Identify/target specific parents to invite and highly encourage to attend different site/district parent meetings/workshops	The DPC invited and encouraged Homeless, Foster Youth, Migrant, and English Learner parents to participate in site and district parent meetings and workshops, by sending emails, distributing flyers in English and Spanish, and making personal calls to parents. As a result, a significant increase in participation of Migrant, Homeless, Foster Youth,, and English Learner parents was observed at DELAC, LCAP, and PTA meetings: • DELAC: Participants included 2 parents of homeless students • LCAP-PAC: The number of participating parents were as

		follows: 4 English Learner parents, 1 Special Education parent, 2 Homeless/Foster Youth parents, 2 Migrant parents, 4 General Education/English Speaking parents
Expenditures	**BUDGETED** Covered by District Parent Coordinator Budget-listed above	**ESTIMATED ACTUAL** Covered by District Parent Coordinator Budget-listed above

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.	District Actions/Services: At the start of the academic year 2016, the DPC in conjunction with the Bilingual Site Parent Liaisons (BSPL) identified the goal of bringing diverse parent leadership together to increase communication, information sharing, and coordination. To achieve this goal, the DPC provided training to the BSPL's on how to effectively reach out and create bridges between the various parent school committees and clubs on each campus. Each BSPL took the strategy and implemented it at their school site by identifying bilingual parents to serve as liaisons between the committees. Parents were prepared by each committee and attended each other's meetings. By building relationships between each group, information sharing was increased among the various committees: PTSA, SSC, and DELAC - groups that historically have not worked together. By increasing communication, parent leaders were able to collaborate and align efforts in site and district level meetings and events. In addition, the district was able to implement the activities and services as planned. Due to the overwhelming results of the events and meetings that took place during the first semester, several meetings and/or workshops were repeated second semester.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Given the fact that we offered and conducted eight Parent Project series, double the number we planned to do, demonstrate the effectiveness of the program and our implementation efforts. The parents who participated in the fall were extremely happy and grateful for the opportunity to participate and they requested that a second series be offered for other parents. Thus, the number of parents trained in the techniques and parenting strategies offered by this project increased significantly from last school year. A total of 36 parents participated in the program. For 2016-17, this number increased to 118. In addition, the increase in number of parents of unduplicated student groups attending site and district meetings and/or events also demonstrated the effectiveness of the district's efforts to increase awareness amongst parents of all parent opportunities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The biggest difference between the budgeted expenditures and the estimated actuals was the addition of Parent Project series offered in the Spring semester. This increase in services constituted the increase of the DPC budget from $50,000 to $95,555.
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.	**Parent Project series** was offered twice in the 2016-17 school year instead of once as planned. This addition will continue in 2017-18. **Transition to High School:** Outreach was done using four different methods in order to reach out to more parents. The methods were: classroom presentations to all feeder schools, sent information flyers home with students, "Save the Date" automatic phone calls two weeks prior to the parent workshops, and personal phone calls the day before the event.

Goal 4

Student Achievement-Long Term English Learners:

Improve overall Long Term English Learner students' learning outcomes as measured by AMAO 1 and AMAO 2 (annual progress and meeting English Proficiency as measured by CELDT) and Reclassification criteria.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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

% of Students Achieving Criteria	2015-2016	2016-2017
Overall Growth- CELDT	59.1%	60.2%

Because of the transition to the new accountability system, the California Department of Education (CDE) is no longer producing Title III Accountability Reports which were the reports that indicated overall growth in CELDT and English Proficiency. There are no longer Annual Measurable Accountability Outcomes (AMAO) by which LEAs are measured. Currently, LEAs are left to make their own calculations, and determine different means of monitoring and assessing student progress. For the 2016-17 school year, 1088 students that took the annual CELDT, had CELDT scores for 2015-16 as well. Out of these 1088 students, 655 increased overall at least one level. This is a total

60.2% which is an increase from 2015-16.

Percent Of Students Achieving Criteria	2014-2015			2015-2016		
	SUHSD	County	State	SUHSD	County	State
Reclassification	4.4%	9.4%	11.0%	7.4%	13.2%	11.2%

- Identified GMRT as the method of assessing "Basic Skills in English Language Arts"
- The reclassification windows will be at the start of the school year, August through October, prior to Annual CELDT and during the Spring, April through May) when new CELDT and GMRT scores are available. However, a student may be reclassified at any given time throughout the school year given he/she achieves the state recommended and board approved criteria.
- Revision of the EL Master Plan will begin over the summer of 2017

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**

Actions/Services

PLANNED
District base program is to ensure English Learners receive access to grade level curriculum as well as instruction in English Language Development as per federal regulations. To ensure this is done and/or improve our practices, we will:

ACTUAL
While the Bilingual Resource Teachers continued to meet monthly along with the Director of English Learners, the focus and emphasis on improving CELDT testing conditions, kept the group from establishing district/site LTEL quarterly meetings. This is a practice that has been in place at one of the four comprehensive schools that we would like to replicate at each site or at the district level. With the purchase and implementation of Ellevation, EL Data Management system, we plan on revisiting this idea for the 2017-18 school year. This program will allow us to generate reports providing us with a means of analyzing data for the purpose of program and student performance evaluation.

Continue to support a Bilingual Resource Teacher at each of the sites to monitor English Learners progress towards English Proficiency, as measured by CELDT, and reclassification as well as monitor progress of Reclassified ELs in mainstream classes.

Increase the percent of LTELs achieving English Proficiency (as measured by CELDT) and Reclassification by:
- Identifying and targeting LTELs to work with and consult regarding CELDT
- Share list of targeted group with core teachers for them to have "pep talks" with students
- Establishing testing practices for CELDT that are positive and encouraging such as:
  - CELDT presentations (Face to Face, Video/Audio Announcements)
  - CELDT Data Chats
  - Providing snacks during testing
  - Small Group Testing (possibly group students by Overall scores)
- Conducting District and/or site LTEL quarterly meetings
- Including CELDT and LTEL information in the District PD scheduled for September. Include Reclassification information during the morning session for all teachers as well as a Breakout session in the afternoon for teachers interested in learning how to use CELDT scores to inform their practices and how they can support LTEL in their classes.

During the 2016 CELDT administration, we focused on improving the testing conditions in an effort to ensure students had the best testing conditions. The following are some of the logistics that were modified or implemented district-wide. From their testing budget, sites allocated $1,500 for the CELDT Exam. These funds were to be used by the Bilingual Resource Teacher to support all aspects of the exam, including but not limited to: hiring help with the pre and post logistics, purchasing snacks for the students during the exam, securing substitutes for BRT and/or other teachers assisting with the administration of the exam. Sites also established procedures to ensure students, when tested in groups, were grouped by proficiency or grade levels and in small groups (20-25 students per classroom). In addition, prior to and in preparation for the CELDT exam, BRTs reviewed CELDT information with the teachers/staff at their site increasing awareness, knowledge, empathy, and support in general for the students. In addition, teachers received copies of the CELDT testing scheduled along with the list of students that would be testing during the designated dates and times. Emphasis on supporting Long Term English Learners in this process was the message throughout the testing window.

- During the district-wide professional development held on September 19, 2016, teachers received information on Long Term English Learners (definition) and the district's reclassification criteria and were provided with time to review their rosters, identify English Learners, specifically Long Term English Learners and make note of data such as: CELDT and Reading scores, number of years in the country, and other pertinent information to meet class/course expectations. This was part of the overall morning session. In the afternoon, among the many breakout sessions available for teachers, a session on Long Term English Learners was offered. This session focused on the needs of LTELs, how they differed from newcomers, and provided teachers with a few strategies to support the students in their learning. The morning and afternoon sessions were well received by all.

		BUDGETED BRT Salaries and benefits $513,000 -23% Title III LEP- $118,125 -77%- Supplemental Concentration Grant- $394,875 Object Code: 1901, 3000	ESTIMATED ACTUAL Salary and Benefits (1901, 3000): $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant
Expenditures			

Action **2**

		PLANNED	ACTUAL
Actions/Services		Continue to support sites for English Learner services at an average rate per student. (For 2016-17- $230 per student) Services may include any of the following: • Personnel: Bilingual Aides, Bilingual Parent Liaison • Supplemental Materials • Professional Development (Teacher release time, Conferences, etc.) • Parent Involvement • Field Trips • Extended Day/Summer Services: Tutoring Center, summer school, credit recovery courses	A total of $260,590 was distributed to all sites: $230.00 per student- 1,173 students at the time of allocation of funds. The funds were spent as follows: • At least one Bilingual Aide at each site • Paid release time for teachers to attend meetings involving English Learners, collaborating on curriculum development, and/or extended day support (one-to-one tutoring) • Parent Engagement/Involvement activities: workshops, meet and greet, ELAC meetings, etc. • Student field trips to colleges/universities and local events such as plays, museums, etc. Another $60,000 were allocated mid-year to a school site for additional Algebra Readiness sections for newcomers that enrolled at the end of the first semester and start of second semester. At the district level, a certificated teacher (.4 FTE) was hired to support with services for unduplicated student groups: Foster Youth/Homeless, Socio-Economic Disadvantaged and English Learners. This was a multi-funded position: .2 FTE - Migrant, .1 FTE- Title I, .1 FTE- Supplemental Concentration Grant.
Expenditures		BUDGETED Supplemental and Concentration Grant $450,000 Object Code: 4300	ESTIMATED ACTUAL English Learner Support Funds (4300): $260,590-Supplemental Concentration Grant Additional Algebra Readiness Sections (1901,3000): $60,000-Supplemental Concentration Grant

Action **3**

Actions/Services

Implement the work started by the EL Task Force.

- Ensure LTELs receive language development instruction during their school day
- Implement district-wide professional development plan that will enhance teachers' understanding of the special needs of LTELs
- Determine/implement ELD program (Designated ELD or Integrated ELD)
- Continue PD on Designated vs. Integrated ELD in the district-wide PD in January
- Revise SUHSD EL Master Plan

To support language acquisition in English Language Development (ELD) and core classes, we partnered with EL Achieve, an organization that supports districts in meeting the needs of English Learners. Thirteen ELD teachers, five BRTs, and the Director of EL Programs participated in the Systematic ELD - Five day Institute, where they learned and obtained tools to best support language acquisition. During the institute, the teachers and BRTs spent time discussing and collaborating on units of study. Furthermore, the BRTs along with the Director of EL and the EL Coordinator from San Mateo County Office of Education conducted Learning Walks at all four comprehensive high schools. These walks were used as professional development for BRTs on how to observe ELD classes for the purpose of learning how to support ELD teachers. Another twenty teachers in the areas of English, social science, science, and world language participated in the Constructing Meaning Institute, also a five day institute. This institute focused on language acquisition in content classes. The twenty teachers learned how to identify the language students need to successfully engage with and learn core content while learning how the English language works. In addition, 100% of the administrators received training on both systematic ELD and Constructing Meaning over the summer and six of them participated in three half-day follow ups throughout the year. All this in an effort to ensure a systematic approach to the teaching and learning of language acquisition. A smaller group of 6-10 teachers will follow up with these trainings by attending a leadership institute in the summer of 2017 to further deepen their knowledge and skills and become a lead person for their site.

Based on the data the EL Task Force gathered and analyzed, it was determined that for the 2017-18 school year, the district will focus on supporting English Learners, especially Long Term English Learners through curriculum and instruction in the following courses: English I/II Support (9th and 10th grade)

	and US History (11th grade). The district's EL Master Plan, while in progress, has not been completely revised. With the transition from No Child Left Behind to the Every Student Succeeds Act, the plan is to be reviewed and ensure it meets the new regulations. The plan is to complete this task during the summer of 2017.
Expenditures	**BUDGETED** Consultant (PD and EL Master Plan Support): Title I $6,000 Object Code: 5807	**ESTIMATED ACTUAL** Systematic ELD Institute (5813): $31,335.00 (Teacher Effectiveness Funds) Systematic ELD Materials (4351): $10,638.59 (Title III) Constructing Meaning Institute (5807): $31,335.00 (Base) Constructing Meaning Materials (4310): $13,147.88 (Title I) Substitutes for Institutes (1121, 3000): $10,350 (Title I); $ 12,000 (Teacher Effectiveness Funds) Constructing Meaning Teacher Collaboration-paid time (1906, 3000): $7,800 (Base) Systematic ELD Teacher Collaboration- paid time (1906, 3000): $1,000 (Title III) SMCOE Consultant (5807): $13,500 (Title III)

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. Bilingual Resource Teachers were hired again to support all and any activities involving English Learners. Through the work of the EL Task Force, the awareness of Long Term English Learners, who they are, why they are classified as such and what their needs are and how to support them was increased district-wide amongst teachers, administrators and staff. This was done through professional development opportunities at the site and district level. The district-wide focus on English Learners with special attention to Long Term EL was key to the work done throughout the school year and to the implementation of the actions and services outlined in this plan. The work that was started this year set the stage for the revision of the EL Master Plan. The plan is to identify and record all that was implemented, learned and/or developed throughout the school year that will in turn become SUHSD's updated/revised EL Master Plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Strong efforts were made to increase awareness amongst all staff district-wide with respect to English Learners. The primary intent of such efforts was to ensure the conditions of the administrator of the CELDT were appropriate and thus resulting in an increase in student participation rates during the first date of administration and decreasing the number of students scheduled for a retake date. Our anecdotal data also indicated we achieved this goal. Teachers, administrators and staff shared their appreciation of the information and data shared at meetings, during professional development opportunities and in general. Furthermore, feedback from the first cohort of teachers that participated in the Constructing Meaning Institute via their evaluations of the professional development indicated the content of the institute was very relevant and were eager to go back and implement. After the first two days of the five day institute, teachers not part of the cohort were expressing interest and were asking for the dates of the next institute. Thus, we know this action and services provided were well received and implemented well. Again, we will know more once we have had time to implement the methodologies learned.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The $450,000 budgeted for support services for ELs at the site level were based on previous EL numbers and previous amount per student. For this year, when the budget estimates were allocated, the EL enrollment and the amount per student was lower than the previous year. Thus, the total allocation to sites for EL supplemental services for ELs was $260,590. Other expenses that were not planned or budgeted included: $60,000- two Algebra Readiness sections to support newcomers, $52,678.44- .4 FTE Certificated Teacher/District and Site support for unduplicated student groups.
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 throughout the 16-17 school year. However, there were additional services added which accounted for the differences in the budgeted expenditures to estimated actual expenditures: additional Algebra Readiness sections, .4 FTE Certificated Teacher, Professional Development- contract with EL Achieve. With the exception of additional sections, the .4 Certificated Teacher support, and the professional development services are included in the 2017-2018 LCAP. Additional sections will be considered if and when enrollment increases expected numbers.

Goal 5	Student Achievement- College & Career: All students enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G completion.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED   **ACTUAL**

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

- Districtwide, 59.1% of the class of 2016 graduated having met A-G requirements. This was a 1.3% drop from the class of 2015 which saw 60.4% of graduates meeting A-G.
- In unduplicated subgroups, from the class of 2015 to that of 2016 there was a 20% gain in foster youth meeting A-G, and a 2% gain of homeless students completing A-G. However, in some of the District's larger subgroups, percentiles dropped. Special ed. A-G graduates fell 4.4%, socioeconomically disadvantaged fell A-G 4.7%, and EL/RFEP A-G dropped 5.3%. In almost every unduplicated subgroups, a higher percentage of the class of 2016 graduated than their 2015 counterparts. The good news is that the District is graduating more students. Matching our gains in the number of graduates with the number of those who also complete A-G is an area for growth. In addition, the District has received a California Technical Education Incentive Grant and is using the funds to align career pathways with the State CTE requirements. Completion of a CTE state approved pathway is the state's litmus for categorizing a student as career ready. Overall, individual sites reported an increase in A-G completion rates from past years.

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**

Actions/Services	PLANNED District base program is to provide a broad course of study for all students as described in EC section.	ACTUAL The District continued to ensure that all diploma track students had access to an A-G course of study.
	In addition, the district will ensure all students have access to a rigorous course of study such as A-G Courses by continuing to:	A full time College and Career Advisor (CCA) was in place at each of the District's comprehensive high schools, with many of the schools offering additional clerical support to the CCA.
	• Support a College & Career Advisor (CCA) at each site • Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G	Support classes were offered in Math and English for 9th and 10th grade students who needed additional support to meet graduation and A-G requirements. A study skills support class was also given to all special education students. In 2016-17,

	requirements	the District added a literacy support class for students in need of reading support to complete their A-G requirements. All District approved courses in A-G subject areas met A-G requirements. Counselors made plans for each junior and senior on their caseload not currently A-G eligible to attain A-G status through after school, summer and school day credit recovery.
	• Align graduation requirements with courses that meet A-G subject area courses, as needed • Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits) Explore ways to offer A-G credit recovery courses during the school day in addition to summer school and/or online courses. Develop a system to easily identify students' A-G status in efforts to efficiently monitor progress.	
Expenditures	BUDGETED 4 CCA Base $500,000 Object Code: 1901, 3000 Support Classes Supplemental and Concentration Grant $1,568,000 Object Code: 1101, 3000	ESTIMATED ACTUAL 4 CCA (College and Career Advisors)- Base: $704,437 Object Code: 1901, 3000 Support classes- Supplemental Concentration Grant: $2,082,383 Object Code: 1101, 3000

Action 2

Actions/Services	PLANNED Continue Co-teaching practices for Students with Disabilities whose IEPs indicate a need for this accommodation. Establish a system to monitor student progress quarterly or at the end of each semester.	ACTUAL Co-teaching was provided for every student with a disability whose IEP indicated they were in need of the accommodation. IVPs work with department chairs during each of the grading periods to monitor student progress
Expenditures	BUDGETED Co-Teaching Base $385,000/Benefits Object Code: 1101, 3000	ESTIMATED ACTUAL Co-Teaching- Base: $2,082,383/Benefits Object Code: 1101, 3000

Action 3

Actions/Services	PLANNED Continue to monitor and support the following groups of students: • English Learners • Foster Youth (FY)/Homeless	ACTUAL English Learners, Foster Youth/Homeless, Socio-Economically Disadvantaged, Migrant and AVID student progress was all part of the equity card training for staff. Cards were then used to monitor student A-G progress. The District

• Socio-Economically Disadvantaged (SED) • Migrant • AVID	continued to monitor and support EL students through sites' Bilingual Resource Teachers, IVPs and Director of English Language Development. Further monitoring transpired for ELA/ELD students as all District teachers of ELA/ELD received training from EL Achieve, part of which was the monitoring of student progress. Foster Youth/Homeless were monitored by AVPs and the District Foster Youth Coordinator. Migrant students were a part of the Migrant Program where their A-G progress was supported. AVID students had a period of support every day with a teacher who monitored their A-G progress. In addition, the new one time College Readiness Support Funds will be used to equip each student with a one-to-one electronic device, allowing them to more effectively complete A-G courses. Socio-Economically Disadvantaged students' A-G progress is monitored by all of the afore mentioned groups.

Expenditures	BUDGETED AVID Sections Base $350,500 Migrant Title I, Part D $132,000 FY/Homeless Title I, Part A $8,000 Object Code: 1101, 3000	ESTIMATED ACTUAL AVID Sections-Base: $617,000 Migrant- Title I: $163,692 FY/Homeless- Title I: $8,903 Object Code: 1101, 3000

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 that 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 to increase A-G access have helped to raise graduation rates, but this year saw a drop in A-G completion. While more students are in A-G classes, more work needs to be done to help students achieve the needed grades in these classes to also meet A-G.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	In every expenditure for Goal 5, the District spent more in the estimated actual than it did in our projections. College and Career Advisors were $204,437 over budgeted amount due to the fact that our College and Career Advisors are all high on the District pay scale and a substantial raise went into effect this year. This is also the case with the AVID sections that were over budget $267,002. The support classes were $514,383 over budget both because of senior teachers in the position, the raise, and the fact that more sections were opened over the course of the year as more qualified students joined the District. Migrant was $31,692 over budget and foster youth $903 because the late arriving additional Title One monies allowed us to provide more A-G going support for our migrant and foster youth. Co-teaching, where there appears to be the biggest discrepancy coming in $2,156,572 over budget was a miscalculation on the original estimate. With the corrections in the discrepancy, the much smaller overage is due to the cost of the staff in those positions as well as the new raise in salary.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In response to the limited number of struggling readers who make A-G requirements, the District added a Literacy III class to support students at the junior level. It is too early to provide data for this added intervention, though anecdotally it has already proven a success. A Foster Youth/Homeless Coordinator was added in 2016-17 to help sites track the A-G progress of said groups. Again, it is too early to provide data for this intervention, but anecdotally it is making a positive difference. Both of these actions/services will continue and are highlighted in the 2017-18 LCAP. We anticipate the data will reflect positive results. In addition, this spring, the Board approved the one-time College Readiness funds being optimized to provide one-on-one devices for each of the District's AVID student. Said devices will help AVID students to effectively complete A-G requirements, and prepare them for the digital world of higher education. This initiative will be implemented and is highlighted in the 2017-18 LCAP.

Goal 6	Locally Defined Criteria: All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

• Increase the percent of "all" graduating senior taking at least one AP/IB course by 3% of prior year.	• Districtwide, 60.7% of the class of 2016 took at least one AP/IB course. This was a 1.4% gain over the class of 2015 which saw 59.3% of graduates taking at least one AP/IB course.
• Increase the composite percent of the unduplicated subgroups of graduating seniors taking at least one AP/IB course by 3% of the prior year.	• In unduplicated subgroups, from the class of 2015 to that of 2016 there was a 50% gain in foster youth taking at least one AP/IB course, a 15.5% gain of migrant students enrolled in at least one AP/IB course, and a .6% gain of EL/LTELs in at least one AP/IB course. Special Ed AP/IB graduates fell 4%, and socioeconomically disadvantaged fell .8%, and EL/RFEP A-G dropped 5.3%. In most unduplicated subgroups, a higher percentage of the class of 2016 participated in AP/IB than their 2015 counterparts.

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**

Actions/Services

PLANNED	ACTUAL
District base program is to ensure all students have access to a rigorous course of study such as AP/IB courses. To ensure students access and enroll in at least one AP/IB course we will: Continue to: • Refine/modify plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses • Work with Equal Opportunity Schools (EOS) or similar agencies to survey students and staff in efforts to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th-10th grade honors courses • Require AVID students to develop/modify their 4- year plan annually to include at least one AP/IB course • Require AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing	Both overall and in most unduplicated subgroups, the District saw a gain in the percentile of students taking at least one AP/IB course. In conjunction with IB, EOS and the College Board, the District's schools worked to increase target group awareness through surveys, peer talks and teacher recommendations and conversations. EOS data showed that, across the District the number one reason a student decided to take an AP/IB class was because a teacher approached them one-on-one and told them they believe that the student would do well in an honors level course. While the District completed their initial work with EOS in the spring of 2015-16, site principals found the survey and resulting recommendations so helpful that the District opted to continue on as one of EOS' extended partnerships. In the ninth grade year, all AVID students develop a 4-year plan that includes at least on AP/IB course. This plan is updated annually by all AVID students, ensuring that they understand participation in an honors level course is a goal for their college applications. AVID coordinators monitor student

	intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses	progress towards this goal, developing action plans for students who look like they are in danger of not successfully completing at least one AP/IB course
Expenditures	**BUDGETED** Covered by Goal 5 expenditures + EOS Supplemental and Concentration $46,000 Object Code: 5807	**ESTIMATED ACTUAL** Covered by Goal 5 expenditures + the EOS estimated actual contract of $43,752. Supplemental Concentration Grant Object Code: 5807

Action **2**

Actions/Services	**PLANNED** Support traditionally underrepresented students in AP/IB courses by providing: • Professional development for teachers around Growth Mindset and scaffolding strategies • Supplemental materials to facilitate "access" to rigorous curriculum • Release time for teachers to collaborate on planning and monitor/support student progress	**ACTUAL** Through professional development for teachers around Growth Mindset and scaffolding strategies, staff is trained to differentiate and prepare kids to work at their highest levels of potential. Supplemental materials to allow students to exceed the basic unit objectives and work for higher levels of comprehension are included in all of the District's Common Core units. Release time is also provided for teachers to collaborate on planning and monitoring/supporting student progress. Teacher cohorts of Personalized Learning Communities have used assignments and assessment results to work on differentiating for students. One of the goals is to identify students who are consistently ahead of peers for recommendations to higher level (AP/IB) courses.
Expenditures	**BUDGETED** Supplemental and Concentration Grant $10,000 Object Code: 1906, 3000	**ESTIMATED ACTUAL** All $10,000 of the budgeted supplemental and concentration funds for professional development around preparing kids for AP/IB level work was used this year.

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.	An increase in the number of students participating in at least one AP/IB course in most unduplicated subgroups and as a class speaks to the successful implementation of the District's goal. To meet our goal of an annual increase of 3% each year both as a class and in unduplicated subgroups there is still work to be done, but we are moving in the right direction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	EOS has provided a powerful tool for site leadership to identify and recruit students who might otherwise have been overlooked for AP/IB consideration. Teachers' willingness to actively recruit students and participate in differentiation training also speaks to the effectiveness of the encouragement of AP/IB participation. AVID continues to play a very key role in helping the District to grown the numbers of underrepresented students accessing AP/IB courses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	EOS had fewer traveling expenses than anticipated in their work with our District. This meant that we spent $43,752 ($2,248 less than the projected $46,000).
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.	Having "graduated" from the EOS program, this year the District's sites gleaned the survey results and recruitment tools of the EOS process but did not work as deeply with EOS as it has in the past several years. The collection of surveys and resulting data materials went very smoothly. When cohort data becomes available for the Class of 2017, we will know what impact this change in EOS involvement might have had on student AP/IB course participation.

Goal 7	Student Engagement and School Climate: All sites will promote positive learning environments for their school communities that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, dropout, suspension, expulsion rates.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

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

SUSPENSION RATES

	ALL	SWD	SED	EL	RFEP	FY	Homeless
2014-15	5.4%	11.2%	9.5%	8.5%	6.2%	17.6%	12.8%
2015-16	4.9%	10.7%	9%	8.3%	7.0%	16.4%	12.2%
2016-17 First Semester	2.5%	4.8%	4.6%	3.7%	2.8%	3%	5.9%

Overall suspension rates across the district have dropped. This holds true for all subgroups with the exception of RFEP students who showed a .8% increase.

EXPULSIONS

	ALL	SWD	SED	EL	RFEP	FY	Homeless
2014-15	33	5	28	25	11	0	0
2015-16	28	4	21	19	9	0	0
2016-17 First Semester	6	1	5	5	4	0	0

Expulsions for all students and all subgroups have decreased over the past two years. SED and EL students represent about 20% of those students expelled in 2015-16.

DROPOUT RATES - 9th Grade Cohort Dropout Rates

	ALL	SWD	SED	EL	RFEP	FY	Home-less
Class of 2014	4.5%	5.9%	7.9%	11.0%	2.9%	33.3%	14.3%
Class of 2015	3.9%	4.4%	6.9%	13.7%	3.7%	16.7%	12.5%

The dropout rate has decreased district-wide. The subgroups, with the exception of the EL student population, have also shown a decrease in the dropout rate.

9th GRADE - % OF STUDENTS WITH 30+ CREDITS (First semester)							
	ALL	**SWD**	**SED**	**EL**	**RFEP**	**FY**	**Home-less**
2014-15	85.8%	76.7%	75.3%	77.3%	81.7%	80%	63.6%
2015-16	87.3%	79.8%	76.8%	78.5%	85.4%	66.7%	76.9%
2016-17	86%	75.2%	74.5%	78.3%	84.6%	40%	46.7%

The percentage of 9th grade students earning 30+ credits after their first semester increased in all subgroups, except the foster youth population from 2014-15 to 2015-16. During 2016-17, all subgroups have shown a decrease in the percentage of students achieving this credit status. Although there has been a decrease, it is mostly around 1% - 2%. The FY and Homeless categories show significant drops in student credit status. This may be due to the small numbers of students in these categories significantly impacting the overall percentage.

10th GRADE - % OF STUDENTS WITH 120+ CREDITS (after 10th grade year)							
	ALL	**SWD**	**SED**	**EL**	**RFEP**	**FY**	**Home-less**

2013-14	74.1%	60.5%	57.1%	60.3%	64.5%	50%	37.5%
2014-15	73.8%	58.4%	58.2%	59.7%	65.2%	0%	41.7%
2015-16	77.8%	61.6%	60.8%	62.9%	69.4%	66.7%	31.6%

The past year has shown an increase in 10th grade students on track toward graduation in all subgroups with the exception of Homeless.

ATTENDANCE RATES							
	ALL	**SWD**	**SED**	**EL**	**RFEP**	**FY**	**Home-less**
2014-15	94%	91.2%	91.7%	91.9%	93%	78.5%	87.7%
2015-16	94.1%	90.8%	91.6%	91.9%	93%	77.4%	81.6%
2016-17 First Semester	95.2%	92%	93.1%	93.3%	94.4%	79%	85%

Attendance has improved in all subgroups over the past year.

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**

Actions/Services

PLANNED	ACTUAL
District base program ensures clean and safe facilities for all students.	• Full-time campus aides are employed on each campus - Each comprehensive site has 3 - 4 FTE campus aides. Redwood and EPAA both have 2 FTE campus aides. • All sites have working relationships with local law enforcement :

- Sequoia HS has a full-time SRO who is on their campus every day.
- Menlo-Atherton HS works directly with both the Atherton PD and the Menlo Park PD as they are in two jurisdictions. Both PDs have school liaison officers.
- East Palo Alto Academy works with the EPA PD and has officers that work directly with the school on truancy and other task forces.
- Woodside HS works with the San Mateo County Sheriff's department. They provide a consistent officer to work with Woodside.
- Carlmont has an SRO four days/week and works with Belmont PD as needed.

- All schools have <u>full-time custodial staffs</u> - Each comprehensive site has a dedicated plant manager as well as 6.5 FTE to 7.5 custodial positions based on school size. All alternative sites have full-time custodial staff based on school size.
- Each campus has a <u>graffiti removal and grounds worker</u> who manage litter and trash.
- Bond measure allows for <u>new classrooms</u> for instruction to avoid overcrowding in the classrooms. Through Bond Measure A, Sequoia this year opened up ten new classrooms. Work is currently in progress on 10 new classrooms at Carlmont, 21 classrooms at M-A and 8 classrooms and a Robotics facility at Woodside.
- Students have <u>access to clean water and air.</u>
- The district annually reports, through the <u>School Accountability Report Card (SARC),</u> the overall condition of each school's facilities. As part of the reporting process, the site Plant Manager is required to complete a school walk-through to inspect all facilities including the condition of classrooms, bathrooms, drinking fountains, systems repairs (heating, cooling, fire safety, etc.), school cleanliness and structural repairs needed. This report is published by the State of California on its website and is included in the state audit of the school district.
- Each site complies with the requirements of the *Williams Act* to ensure adequate, safe and healthful conditions including:
  - adequate classroom temperatures

		• cleaned, stocked bathrooms • lack of overcrowding • appropriate noise levels • One complaint was filed over the past year district-wide.
Expenditures	**BUDGETED** Facilities Base $9,824,315 Object Code: 2000-6999	**ESTIMATED ACTUAL** Facilities- Base: $9,800,000 Object Code: 2000-6999

Action **2**

	PLANNED	**ACTUAL**
Actions/Services	In addition, to support sites in their efforts, we will expand the Sequoia Aspiration Advocates Program (SAAP) to include identified/targeted "at risk" 9th and 10th grade students.	The SAAP program was expanded from 9th grade to include those 10th students at the comprehensive sites who continued to need assistance and oversight from the program. This was through a Start-Up grant provided to the district. Each comprehensive school site had a full-time, dedicated certificated staff member with a caseload of approximately 60 9th grade students. This year, each site was provided a support staff member to do clerical tasks that were previously done by the SAAP teacher. This allowed the SAAP teacher time to provide follow-up for those 10th grade students who required continued follow-up in 10th grade. The additional classified position (.4 FTE) was provided at Sequoia, M-A, and Woodside. At Carlmont, the FTE was used to change the SAAP coordinator position from a .8 FTE to a 1.FTE. In this third year of the SAAP program, a September report was presented to the Board of Trustees that provided data to demonstrate the program growth and success for the students enrolled. The district-wide data showed that over the past two years, students in the SAAP program were achieving better in attendance, grades, and behavior than the year before the program was in place.
Expenditures	**BUDGETED** SAAP Benefits/Salary: $525,600- $425,600- Base $100,000- Grant Funded Object Code: 1901, 3000	**ESTIMATED ACTUAL** SAAP Benefits/Salary- $532,460 $125,000- Grant Funded $407,460- Supplemental Concentration Grant Object Code: 1901,2900, 3000

Action **3**

Actions/Services

PLANNED
Continue to fund programs district-wide for "at risk" students.

- Compass (Incoming 9ᵗʰ graders)
- Team Ascent (Incoming 9ᵗʰ graders)
- Summer school offerings for 9ᵗʰ and 10ᵗʰ graders to recover subject-area credit when remediation courses prevent school-year access.
- Support the Independent Studies (IS) program (Caseload not to exceed 28 students per IS teacher)
- Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension Support concurrent enrollment in SUHSD's Adult School program.

ACTUAL
In 2016-17, all previously funded programs were continued.

- Compass - the summer transition program for incoming 9th grade students who are most at-risk, continued throughout the summer at each comprehensive site. Each Compass program served the 100+ most at-risk youth for each school.
- Team Ascent (TA) - Team Ascent focused on those 30 most needy students at each comprehensive school site to build relationship and establish school culture. Both Compass and Team Ascent programs were integrated with the EPA Boys and Girls Club to provide enrichment and leisure activities after summer school. The Board of Trustees received an annual report on both programs.
- Summer School Credit Recovery Class Offerings - Due to students having to take support classes for success in regular graduation-required courses (Math and English), these students have been placed on the "eligibility priority" list for summer school. For the 2016 summer school sessions, there are 749 students offered summer school enrollment to complete the required courses.
- Independent Studies Program (ISP) - In order to accommodate those students requiring an alternative setting due to medical reasons or other special circumstances, the ISP increased the number of FTE, thus increasing the student enrollment numbers. This brought the ISP staff to two full-time and two part-time staff serving students in four different locations throughout the district. Prior to this year, there have been two full-time, dedicated ISP teachers. Each teacher had a caseload of 28 students. This year, two more ISP teachers were added to the program. These two additional teachers worked with 5th year Redwood students for the first semester and, as
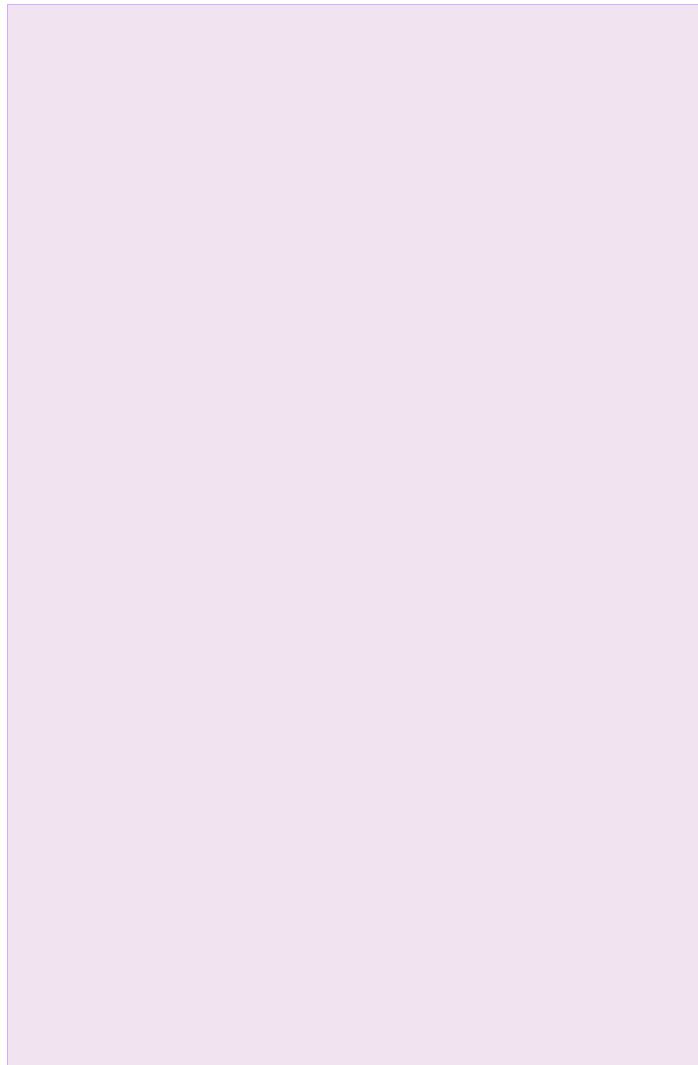
these students began to graduate, they filled their caseload spots with ISP students. This provided nearly 50 additional openings for the ISP. Both Redwood positions stay funded through Redwood staffing.

- Acknowledge Alliance (AA) provides voluntary counseling services to students who are returning to Redwood, or the comprehensive sites, after serving the term of their expulsion at Gateway. This year 12 students returning from expulsion signed contracts agreeing to participate in counseling services.
- Adult School - Referrals to Adult School can be made through each site's counseling department. Over the past year, Adult School had a presence on the Redwood campus to work directly with students in providing them assistance in the enrollment procedure if students wished to continue their education after they turned 18 years old and were not finished with school.

Discipline Committee comprised of certificated teaching staff, site and district administrators and members of the Board of Trustees, was created to look at data related to student suspensions and expulsions. The goal was to look at which students are being disciplined, why they were, and the interventions and progressive discipline that is in place, and how this system can be improved. This committee, which met every two weeks, reviewed current best practices at each site and then explored how to best keep students in school when behavior concerns arose. The committee also looked at strategies on how to decrease behavior incidences. The committee is currently working with the San Mateo County Office of Ed to review the framework for Multi-tiered Systems of Support.

Expenditures

BUDGETED
Compass: $100,000 –Base
Object Code: 1101, 3000

Team Ascent: $143,000 Title I, Part A
Object Code:
1107,2107,3000,4352,1907,5205,4310,5720

Summer School: $503,816

ESTIMATED ACTUAL
2016 Compass Summer Program : $106, 264
Base - Resource 0000 Unrestricted Resources

2016 Team Ascent Summer Program - $128,150 (Title I), $15,632 - Supplemental Concentration Grant
Object Code: 1107,2107,3000,4352,1907,5205,4310,5720

2016 Summer School: $507,866

Supplemental Concentration Grant Object Code: 1107, 1307, 2107, 2407, 2237, 3000, 4310, 4351, 5205, 5720	Supplemental Concentration Grant Object Code: 1107, 1307, 2107, 2407, 2237, 3000, 4310, 4351, 5205 ,5720
Independent Studies: $250,000 – Supplemental Concentration Grant Object Code: 1101, 3000	Independent Studies - $312,701 Supplemental Concentration Grant Object Code: 1101, 3000
Acknowledge Alliance: $57,000 Supplemental Concentration Grant Object Code: 5807	Acknowledge Alliance - $57,000 ($14,250 made in quarterly payments)- Supplemental Concentration Grant Object Code: 5807
Adult School: $20,000- Supplemental Concentration Grant Object Code: 1101, 3000	Adult School: $45,000 - Supplemental Concentration Grant Object Code: 1101,3000

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.	Each of the programs indicated in the action steps are coordinated at the district level, but are implemented at the individual site in a manner that is tailored to the specific school. Each program has elements of standardization district-wide for the purposes of equity, budgeting, program structure and accountability purposes. At the site level, each school is able to translate, within the district structure, how best the program will be implemented for their student needs.
	The SUHSD dashboard data allows the sites/district to not only look at our student performance for all students and by particular subgroup, but also by high school, program, geographical area, and partnering district. This generous amount of data that is tracked from year-to-year allows the district to track both positive and negative trends in reviewing programs and student progress
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The SUHSD Dashboard data over the past two years indicate the sites/district has effectively lowered the suspension and expulsion rates district-wide (except for subgroup RFEP that showed a .8% increase in suspensions). The data also shows that attendance rates, as well as the percentage of 10th grade students on track for graduation as measured by credit-status, showed positive trends across all subgroups. The percentage of students in grade 9 with 30+ credits at the end of their first semester has shown a decrease across all subgroups. The decreases range from .2% to about 4%. Foster Youth and Families in Transition both show significant decreases in this area. The 9th Grade Cohort Dropout Rate shows that district-wide progress is being made and this is supported by some of the subgroups as well; however, the EL students have shown an increase in their cohort of peers who drop out.
	It is not possible to isolate one particular program in the plan that contributes to the overall positive trends listed above in the data tables. While many of the programs target specific groups of students (SAAP, counseling, etc.), some students may access multiple programs as they meet the criteria for each one.
	Each of the programs listed above in Actions 2 and 3 have their data reviewed independently of one another for their overall effectiveness. The data may be presented in the form of student surveys or student performance indicators. Each of the programs listed above are annually reviewed by Board of Trustees through board reports either individually (Compass, Team Ascent, etc.) or as part of a larger, more comprehensive program (mental health).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	For Goal seven, there were three expenditure areas with a material difference between budgeted and estimated actual expenditures. Independent studies was budgeted at $250,000 and $312,701 was spent. This $62,701 overage was due to the seniority of the people in the positions and a salary raise. SAAP was budgeted at $525,600 and $532,460 was spent. This $6,860 overage was again the result of the seniority of the people in the positions and a salary increase.
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 primary changes were to the action list. This included the addition of a disciplinary committee to look more holistically at each student and what services they may need to access through a multi-tiered system of support. This is being done cooperatively with district administrative representation from each high school, members of the Board of Trustees and the County Office of Education. The committee will continue to operate and is highlighted in the 2017-18 LCAP. It will also support the implementation of the different programs highlighted in the 2017-18 LCAP.

Goal 8

All foster youth will be properly identified, promptly enrolled in appropriate classes, and will have access to academic resources and support on at least an equal basis as other students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

- 39 total FY Intake Forms were processed during the 2016-17 school year
- 38 of 39 FY were enrolled and identified in Infinite Campus - 1 student was relocated to San Bernardino after the Corbett Group Home closed
- 100% were enrolled promptly and in appropriate classes
- 100% received appropriate credits for work completed
- District and site staff attended the 2017 Annual Foster Youth Conference in Sacramento

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**

Actions/Services

PLANNED	ACTUAL
District base program consists of support systems to ensure students' needs are met via internal resources and/or with the support of outside partners/agencies. To ensure needs of Foster Youth and homeless students are met, we will: • Provide opportunities for site administrators to receive training on Foster regulations, trauma, needs and support systems by attending local workshops/meetings, State Foster Youth Conference, or by collaborating with County Office of Education-Foster Youth Liaison and Homeless Liaison	Sequoia Union High School District staff, District FY/Homeless Liaison, and Welfare and Attendance Coordinator participate in the San Mateo County Foster Youth District Coordinator meetings and are also members of the county Foster Youth Advisory Council. As a result, the district is kept up to date with state and county regulations and/or initiatives when it comes to FY. All FY site contacts were informed and highly encouraged to attend the 2017 Annual Foster Youth Conference in Sacramento. In attendance were: 3 district staff, 1 teacher and 1 site contact (administrator). In addition, district staff was introduced to Foster Focus, a data system provided by the county office of education to help sites maintain up to date information on FY within our district. However, the county office made a decision to delay training on the system for now. More information is expected to be provided summer of 2017. In addition, all staff participated in online mental health training, Kognito. This was 1-1/2 hr. training in two modules on the areas of: "At-Risk for High School Educators" covered a broad range of mental health topics; "Step In, Speak Up!" addressed the needs of and support for LGBTQ youth. Teachers and staff were given time during the January Professional Development day to complete the training.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Consultant: $10,000- Supplemental Concentration Grant Object Code: 5807, 5202	Conference Expenses: 4 Registrations: $1,140 4 Hotels (2 nights): $2,200 Object code: 5205 (Title I) Mental Health Training expenses: $22,000

	Object code: 5813 (Supplemental Concentration Grant)

Action 2

Actions/Services

PLANNED	ACTUAL
Continue to monitor proper implementation of policies/procedures put in place for identifying, enrolling, obtaining academic records and awarding credits for transferring Foster Youth and/or homeless students.	All the sites follow the Families in Transition process established by the district to identify and support homeless students. A similar process is used for youth in the foster care system. All sites have a designated contact person for both Homeless and Foster Youths to ensure students identified as such are closely monitored and supported. In addition, the district and individual site contacts have established a partnership with the designated County FY Liaisons to facilitate the enrollment and transition of FY to and from our schools and district. In addition, a presentation on Homeless Education was created by district staff to support site leads when training their staff on Homeless Education in general, the district's process and procedures for identifying, recommending, and requesting support services. The presentation was shared with all contact leads at the October Administrative Vice Principal (AVP) meeting. The expectation and directive to AVPs was to conduct the presentation at one of their staff meetings.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Attendance and Welfare Coordinator (Portion of Salary) Base $30,000 Object Code: 1321, 3000	Attendance and Welfare Coordinator (Portion of Salary) Base $30,000 Object Code: 1321, 3000

Action 3

Actions/Services

PLANNED	ACTUAL
Consider identifying/recruiting personnel to support the District FY Liaison and site FY contacts to monitor academic progress of Foster Youth,	A .4 FTE credentialed teacher was hired to support the EL and Special Programs Department and sites with services provided to students and parents of the following groups:

	homeless and other underrepresented/at risk groups.	English Learners, Migrant, Low Income, Homeless and Foster Youth. This person maintains records, collects data, identifies and provides direct services (support) to the students and families, as needed.
Expenditures	BUDGETED Salary/Benefits: $60,000: -$35,000 (Migrant) -$5,000- (Title I, Part A) -$20,000 (Supplemental Concentration Grant) Object Code: 1200, 3000	ESTIMATED ACTUAL Salary/Benefits: $52,040 -$26,020 (Migrant) -$13,010 (Title I) -$13,010 (Supplemental Concentration Grant) Object Code: 1101,3000

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 overall implementation of the actions/services as reflected in our data shows that with the exception of the one student who transferred prior to enrolling in our district, 100% of the Foster Youth were properly enrolled and were provided with the support services available at the school sites. Support services include transportation and academic tutoring as needed.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As a result of the concentrated effort in prioritizing and expediting foster youth enrollment, foster youth are promptly enrolled and provided with services. Once foster youth students are identified, they are referred to the Foster Youth site contacts. In addition, the participation in the San Mateo County Foster Youth committees, has allowed the district to be informed of updates and/or new regulations with respect to Foster Youth. Furthermore, the district was represented at the 2017 Annual Foster Youth Conference in Sacramento.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The main difference between the budgeted expenditures and estimated actuals was due to the number of district and site contacts attending the 2017 Annual FY Conference. While 4 people from the district attended, not all sites were represented. However, all site contacts have made plans to attend next year. Another difference was the amount budgeted for the .4 FTE. This was due to the raise that was employed for the 2016-17 school year after the original plan was drafted and submitted.
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 one change to the action/services for this goal was the introduction to Foster Focus. And while we were excited to hear that the program was being introduced and that the county office had great hopes for full implementation, it was disappointing when plans were not followed through for this school year. However, to support our efforts in maintaining up to date records, we plan on establishing partnerships with outside agencies such as San Mateo County Office of Education and Social Services to increase and align the communication line amongst all parties involving any of our Foster Youth.

Stakeholder Engagement

LCAP Year   ☒ 2017–18 ☐ 2018–19 ☐ 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?

SUHSD developed a plan of action for engaging all stakeholders throughout 2016-2017 in efforts to inform them of our progress with respect to the current year's goals, actions, services and expenditures as well as gather input for the 2017-2018 LCAP. The plan consisted of involvement from different committees, teams and groups representing all stakeholders: parents, teachers/staff, students, community members and administrators. Below is a description of the different group meetings that took place throughout the year.

Site and District Administrators:

SUHSD established a District LCAP Team to support the implementation and monitoring of the 2016-17 LCAP Goals as well as collaborate in the development of the 2017-18 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 Resource. The district team met a total of seven times throughout the school year (8/22/16, 9/12/16, 11/7/16, 2/6/17, 3/20/17, 4/17/17 and 6/5/17). The district team was responsible for monitoring the implementation and progress of the current year's LCAP goals, planned stakeholder engagement activities, reviewed and analyzed data and collaborated 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.

Date	Purpose
Monday August 22, 2016	- Establish Quarterly Meetings to "check-in" with respect to progress or updates on goals, activities, data collection and expenditures to provide real numbers in the final LCAP - Identified district administrators to be leads for each of the LCAP Goals - Discuss methods for monitoring and tracking LCAP expenditures
Monday September 12, 2016	- Review 2016-17 LCAP Goals- Actions/Services & Summary of Budget - Discuss roles/responsibilities of district leads - Review LCAP deadlines - San Mateo County Office of Education - Established internal LCAP deadlines and plan stakeholder engagement activities
Monday November 7, 2016	- Review 1st Quarter Progress of 2016-17 Actions/Services, and Expenditures - Share minutes from 1st LCAP-PAC Meeting - Discuss process, expectations, deadlines for gathering mid-year progress from sites (Google forms) - Follow up with expenditure tracking method- What is working? What needs improvement?
Monday February 6, 2017	- Review 2016-17 LCAP Mid-Year Progress report - Review input on Mid-Year Progress report from LCAP-PAC - Discuss how to incorporate suggestions/comments into Annual Update - Prep for Annual Update Report

Monday March 6 or 20, 2017	• Review/report on status of Annual Update Report • Plan for 2017-18 LCAP- Goals, Actions/Services and Budgeted Expenditures
Monday April 17, 2017	• Review/Discuss status of 2017-18 Goals, Actions/Services and Budgeted Expenditures • Plan for Board Update Presentation- May 10th
Monday June 5, 2017	• Review/Discuss comments/suggestions from San Mateo County Office of Education on LCAP draft • Plan for Public Hearing- June 14th

LCAP Parent Advisory Committee (PAC) and English Language Parent Advisory Committee (ELPAC) :

For the 2017-18 school year, the district held a session to establish the district LCAP- Parent Advisory Committee (PAC). For this session, members of the District English Learner Advisory Committee (DELAC) for the SUHSD along with Parent Teacher Student Association (PTSA) presidents and parents of homeless, foster youth and low income students were invited. A total of 11 parents of the different groups and from all four of the comprehensive sites attended. All 11 parents agreed to be part of the district's LCAP-PAC for the purpose of reviewing and providing feedback on the district's goals, actions and services. As for the ELPAC, it was previously approved by the board to have SUHSD DELAC functions as the district's ELPAC. The LCAP- PAC met three times, individually, throughout the school year as noted in the chart below (yellow rows). The ELPAC also met four times individually (pink rows). In total, eight meetings were held where parents were kept informed on progress as well as were empowered to give input. Three of the eight meetings were combined meetings with the district's LCAP-PAC. During the ELPAC meetings, the parents reviewed, discussed and asked for clarification on actions and services specifically for English Learners (EL) as per Title III regulations as well as those identified in the district's LCAP. At each of the meetings, the following EL data was reviewed and/or analyzed for the purpose of recognizing successful practices and identifying areas of needs or improvement. The data reviewed included: CELDT scores, reclassification, progress monitoring, enrollment, graduation rates and A-G completion rates. The last meeting (green row), as required by the state, included the review of the 2017-2020 LCAP. The superintendent attended the meeting to address any questions the group had of him. The answers of the superintendent are posted on the district's website.

Date	Purpose
Saturday September 10, 2016	• Leadership w/Suanna- Parent Involvement • LCFF/LCAP and State Priorities • CELDT Timelines, EL Data Enrollment, Reclassification Criteria
Monday October 17, 2016	• Presentation of 16-17 LCAP, Answers to Superintendent Questions, and Desired Outcomes • Establish/Confirm LPAC- PAC District Meeting Dates • Identify Evidence/Data to collect for purpose of Annual Update report
Thursday December 8, 2016	• EL Services & Programs (EL Master Plan & LCAP Goal #4) • RFEP Monitoring (2 years)
Thursday January 26, 2017	• Review Data- How does it inform our practice and 17-18 Goals? • Share progress towards goal- Gather input for LCAP Annual Report • Share Budget expenditures up to date
Tuesday February 28, 2017	• CELDT Results and Letters • Reclassification- List of potential students to reclassify • Progress EL Services and Program- LCAP Goal 4

Tuesday March 28, 2017	• Reclassification (GMRT) • 15-16 Dashboard Data: Graduation and A-G data, LCAP Goals 4 and 7
Tuesday April 25, 2017	• Presentation of 2017-18 LCAP Annual Update • Discussion/Comments/Suggestions for the Superintendent
Tuesday May 23, 2017	• Presentation of Final 2017-2020 LCAP • EL Data: Reclassification Rates, LCAP Goal 4 • Questions of the Superintendent

School Site Council (SSC)/Shared Decision Making Site Council (SDMSC)/Bargaining Unit:

One of the many ways the SUHSD shares information and gathers input from the different stakeholder groups with respect to the LCAP is via SSC and SDMSC meetings which are composed of parents, students, teacher, school personnel and the principal At minimum, once a year, the SUHSD LCAP is on the agenda of one of these meetings where the goals, services, actions and expenditures are discussed. This is also where input with respect the annual progress and/or future goals, actions and/or services is gathered. In addition, also at least once a year, LCAP is discussed with the SUHSD Certificated Bargaining Unit. For the 2016-17 school year these meetings took place on the following dates, times and school sites: 10/27/16- Menlo-Atherton SDMSC, 2/9/17- Carlmont SSC and SDMSC, 3/13/17- Woodside SDMSC, 3/23/17 - Sequoia SSC. The discussion with the members of the SUHSD Certificated Bargaining Unit was held on 4/4/17.

Date	Group / Stakeholders	Purpose
Thursday October 27, 2016	Menlo-Atherton HS SDMSC	• LCFF and LCAP Review • 2016-17 SUHSD LCAP Goals, Actions/Services and Planned Expenditures • Alignment of school site goals to district LCAP • Questions and Answers
Monday February 6, 2017	Carlmont HS SSC and SDMSC	• LCFF and LCAP Overview- Deepening our Understanding • 2016-17 SUHSD LCAP Goals, Actions/Services and Planned Expenditures • Questions and Answers
Monday March 13, 2017	Woodside HS SDMSC	• LCFF and LCAP Overview- Deepening our Understanding • 2016-17 SUHSD LCAP Goals, Actions/Services and Planned Expenditures • Questions and Answers
Thursday March 23, 2017	Sequoia HS	• LCFF and LCAP Overview- Deepening our Understanding • 2016-17 SUHSD LCAP Goals, Actions/Services and Planned Expenditures • Questions and Answers
Tuesday April 4, 2017	SUHSD Bargaining Unit (Certificated)	• LCFF/CA Dashboard/LCAP - Deepening our Understanding • 2016-17 SUHSD LCAP Goals, Actions/Services and Planned Expenditures • Questions and Answers

Student and/or Classroom Presentations:

While student voice is represented in the SSC and/or SDMSC meetings, additional efforts are done to gather input from different groups of students. To that end, SUHSD presents to and gathers input from students in programs such as Student Leadership and/or Advancement Via Individual Determination (AVID). The students represented within these two programs mirror the district's demographics from race/ ethnicity to socioeconomic status as well as subgroups representing our unduplicated students (Foster Youth, Homeless, English Learner/Reclassified Fluent English Proficient).

Date	Group / Stakeholders	Purpose
Wednesday April 5, 2017	Sequoia (AVID)	• Overview/Review of LCFF and LCAP • SUHSD 2016-17 LCAP Goals- Annual Progress • Input/Suggestions for 2017-18 Goals, Actions and Services
Thursday April 6, 2017	Woodside Student Leadership (ASB)	• Overview/Review of LCFF and LCAP • SUHSD 2016-17 LCAP Goals- Annual Progress • Input/Suggestions for 2017-18 Goals, Actions and Services

SUHSD Board of Trustees:

SUHSD kept the board of trustees informed throughout the school year with respect to the implementation and monitoring of the LCAP goals, actions, services and expenditures. In the fall semester, trustees were informed of the district's plan of action for carrying out the 2016-17 LCAP goals. It provided them with a timeline that represented check-in points as well as submission of the Annual Report and 2017-18 LCAP as suggested by the San Mateo County Office of Education (SMCOE). Furthermore, mid-year, the trustees were given an update on the implementation plan as well as an opportunity for input/suggestions for next year's plan. A draft of the new LCAP was presented in May of 2017, prior to submitting it to the SMCOE. A public hearing was held on June 14, 2017 and the final draft was approved on June 28, 2017.

Date	Purpose/Outcomes
Wednesday October 17, 2016	• LCFF and LCAP Review/Overview • Plan for Monitoring Proper Implementation of 2016-17 LCAP Goals, Actions and Services
Wednesday February 15, 2017	• 2016-17 LCAP Implementation Plan Review • 2016-17 Implementation Plan Progress • Questions/Answers Suggestions
Wednesday May 24, 2917	• Presentation of 2017-18 LCAP Goals, Actions and Services and 2016-17 Annual Update (Draft) • Discussion
Wednesday June 14, 2017	• 2017-18 LCAP Public Hearing
Wednesday June 28, 2017	• 2017-18 LCAP Approval

IMPACT ON LCAP AND ANNUAL UPDATE

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

The process used at each of the stakeholder activities mentioned above consisted of (1) of what is in place, what is working or not working, (2) how are we doing with respect to goals, actions and services we set for the current year, (3) what areas should we continue focusing on and/or what areas should we consider incorporating into next year's LCAP. Through this process, it was deduced that the district should prioritize its efforts as follows:

- Improve academic achievement for all with emphasis on subgroups- Priority 4
    - English Learners
    - Hispanics
    - Special Education
- Improve campus climate and culture with emphasis on graduation, attendance and suspension rates- Priority 5 and 6
    - Discipline Practices and Procedures
    - Credit Recovery Options
    - Support Systems for At Risk Student Groups (9th and 10th grade)
    - Summer School and Year Round Programs
    - EL Graduation Rates
- Increase and improve parent participation and involvement in school activities- Priority 3
    - Parent Project
- Improve access to Standards-based curriculum in the four core areas (English, Math, Science and Social Science) and ELD- Priority 2
    - Common Core Units (English, Science, and Social Science)
    - Standards-based instruction and materials (Math and ELD)
- Improve access to and achievement in a broad course of study for all students - Priority
    - A-G, AP/IB Courses
    - Online Classes
    - Credit Recovery Options (Summer School)
- Align and streamline services for Foster Youth and Homeless Students - Priority 9 (Local Priority)
    - Mental Health
    - Transportation
    - Transition/Transfer
    - Wrap-around Services

As a result of the input gathered the following modifications, additions or deletions were incorporated into the 2017-18 LCAP:

Goal 1: Action 2 and 3:

- 2. 3 Provide timely feedback to school sites regarding credentialing for new hires
- 2.4 Conduct annual audit of teacher assignments and credentialing
- 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.

Goal 2: Action 1
- 1.1 Science: 100% of teachers will implement at least one NGSS unit, and Social Studies: 75% of teachers will implement literacy standards
- 3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners
- 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

Goal 3: Action 1, 2 and 3
- 1.3 Support sites in the following: Establishment of site ELACs and the training of ELAC members and planning of combined PTSA/ELAC events (at least one)
- 2.1 District Parent Coordinator will work closely with Carlmont's Bilingual Resource Teacher to develop a plan to ensure the establishment of ELAC and additional parent

activities
- 3.1 Continue to support parents with parenting classes through the Parent Project

Goal 4: Modified Goal: *Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learner (LTEL) or at risk of becoming LTEL*
Goal 4: Action 1 and 2
- 1.1 - 1.3 Professional Development on Systematic ELD and ongoing support for ELD teachers
- 1.4 Hire .4 FTE District Bilingual Resource Teacher (BRT)
- 1.6 Establish English Learner Quarterly Monitoring Meetings
- 2.1 Pilot Constructing Meaning Units to support LTELs in English Support Classes

Goal 5: Modified Goal to include CTE
- 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

Goal 6: Action 1
- 1.5 Beginning in 2017-18, AVID students will all be provided with one-to-one devices to make it easier for them to access curriculum and college going supports

Goal 7: Action 2
- 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

Goal 8: Modified actual Goal: *Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population*
Goal 8: Action 1
- 1.3 Establish partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services, etc: to identify ways to best support transferring foster youth
- 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

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.

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	The district wishes to recruit/hire "highly qualified" teachers who also reflect demographically the overall student population. Number and percent of Teachers Hired by Ethnicity:

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	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	0	0	0
Demographic breakdown of all teachers hired during current school year	2016-17 Teacher Hires - Total 82 • African Amer. 2 (2.4%) • Latino 18 (22%) • Asian 7 (8.5%) • Filipino 1 (1.2%)	Demonstrate an increase in the number and/or percent of teachers hired the previous year that reflect the overall student demographics (as per Data Quest- Spring 2017) This will be dependent on the total	Demonstrate an increase in the number and/or percent of teachers hired the previous year that reflect the overall student demographics as per Data Quest- Spring 2017) This will be dependent on the total	Demonstrate an increase in the number and/or percent of teachers hired the previous year that reflect the overall student demographics as per Data Quest- Spring 2017) This will be dependent on the total

		number of teachers needed each year which will vary.	number of teachers needed each year which will vary.	number of teachers needed each year which will vary.
	• 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%	**Ethnicity / New Teacher / District Demographics** White-Non HIspanic: < 55% / > 35% HIspanic / Latino: > 22% / > 46% African American: > 2.5% / > 3% Filipino, Pacific Islandar: > 1% / >4%	**Ethnicity / New Teacher / District Demographics** White-Non HIspanic: < 50% / > 35% HIspanic / Latino: > 25% / > 46% African American: > 2.5% / > 3% Filipino, Pacific Islandar: > 2% / >4%	**Ethnicity / New Teacher / District Demographics** White-Non HIspanic: < 40% / > 35% HIspanic / Latino: > 30% / > 46% African American: > 2.5% / > 3% Filipino, Pacific Islandar: > 3% / >4%
Number of new teachers participating in PD programs	Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program) • 4 in cohorts • 35 in Instructional Strategy PD	Demonstrate an increase of the number/percent of new teachers participating in PD program as referenced by the previous year. At minimum: Total New Teachers: 60% TIPS Teachers: 100%	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: 75% TIPS Teachers: 100%	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: 80% TIPS Teachers: 100%
Number of teachers completing TIPS Program with the District	2016-17 TIPS Program Numbers: 43 Year I and II Combined	100%	100%	100%
Number of teachers teaching ELD also certified to teach ELA/ELD	100%	Maintain 100%	Maintain 100%	Maintain 100%

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.1 District based program ensures that100% 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 highly qualified to teach both ELD and ELA courses		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1.1 $62,246,661	Amount	1.1 $62,246,661	Amount	1.1 $62,246,661
Source	1.1 Base	Source	1.1 Base	Source	1.1 Base
Budget Reference	1.1 FTE Cost for general education classes (minus Support Classes, Co-	Budget Reference	1.1 FTE Cost for general education classes (minus Support Classes, Co-	Budget Reference	1.1 FTE Cost for general education classes (minus Support Classes, Co-

teaching, AVID and SAAP below) Obj. Code 1101, 3000	teaching, AVID and SAAP below) Obj. Code 1101, 3000	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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

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

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2.1 - 2.4 $5,000 2.5 $122,300	Amount	2.1 - 2.4 $5,000 2.5 $122,300	Amount	2.1 - 2.4 $5,000 2.5 $122,300
Source	2.1 - 2.4 Recruitment Expenses: Base 2.5 Local Grants and Donations	Source	2.1 - 2.4 Recruitment Expenses: Base 2.5 Local Grants and Donations	Source	2.1 - 2.4 Recruitment Expenses: Base 2.5 Local Grants and Donations
Budget Reference	2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711 2.5 Obj. Code 5205	Budget Reference	2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711 2.5 Obj. Code 5205	Budget Reference	2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711 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   ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services   ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.) 3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	3.1 Implement means identified to support all teachers, and especially probationary teachers who reflect demographically our student population.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	3.1 $8,000 3.2 $2,000	Amount	3.1 $8,000 3.2 $2,000	Amount	3.1 $8,.000 3.2 $2,000
Source	3.1 Consultant- Supplemental and Concentration Grant 3.2 Consultant- Supplemental and Concentration Grant	Source	3.1 Consultant- Supplemental and Concentration Grant 3.2 Consultant- Supplemental and Concentration Grant	Source	3.1 Consultant- Supplemental and Concentration Grant 3.2 Consultant- Supplemental and Concentration Grant
Budget Reference	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807	Budget Reference	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807	Budget Reference	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807

| | New | Modified | ☒ Unchanged |

Goal 2

Basic Services (Materials), Common Core Standards and Student Achievement:

All students will have access to a rich, well-rounded curriculum and instructional materials that are aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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%	100%	100%
Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests	CAASPP Scores 16-17: • ELA- 59% Met or Exceeded Standards • Math – 46% Meet or Exceeded Standards	Increase the CAASPP scores in ELA and Math by 3% from base line: ELA- 62% Math- 49%	Increase the CAASPP scores in ELA and Math by 6% from base line: ELA- 65% Math- 52%	Increase the CAASPP scores in ELA and Math by 9% from baseline: ELA- 68% Math- 55%
Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-	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.	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.

up				
SBAC- ELA & Math *(11ᵗʰ Grade ELs in country 1+ years)*	ELA- English Learners: • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math): • Met/Exceeded: 5% • Nearly Met: 9%	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA-: • Met/Exceeded: 10% • Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20%	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%	Increase percent of English Learners nearly meeting, meeting and/or exceeding standards ELA • Met/Exceeded: 30% • Nearly Met: 40% Mathematics (Math): • Met/Exceeded: 40% • Nearly Met: 30%

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1.1 The district will implement CCSS curriculum and strategies through district-created curricular units available to all teachers and through the adoption of appropriate instructional materials for subject areas • English 100% implementation of common units and CCSS standards • Math: Algebra I, Geometry, and Algebra II 100% implementation of new texts • Science: 100% of teachers will implement at least one NGSS unit • Social Studies: 75% of teachers will implement literacy standards	1.1 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 and strategies, including assessments with DOK level 3 and 4 consistently used • Math: Algebra I, Geometry, and Algebra II 100% implementation of new texts including assessments with DOK level 3 and 4 questions and numeracy strategies • Science: 100% of teachers will implement NGSS units including assessments with DOK level 3 and 4 questions • Social Studies: 100% of teachers will implement literacy standards including assessments with	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

	DOK level 3 and 4 questions	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	1.1 $604,000	Amount	1.1 $604,000	Amount	1.1 $604,000
Source	1.1 Instructional Materials: Base	Source	1.1 Instructional Materials: Base	Source	1.1 Instructional Materials: Base
Budget Reference	1.1 Obj. Code 1101, 3000	Budget Reference	1.1 Obj. Code 1101, 3000	Budget Reference	1.1 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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Train coaches in all district-wide initiatives • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum	2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum • Coaches will focus on implementing curriculum	2.1 To support implementation of CCSS curriculum and strategies: • Continue to fund instructional coaches • Coaches will support teachers in choosing materials or creating and implementing CCSS and NGSS curriculum • Coaches will focus on implementing curriculum

	and strategies	and strategies

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2.1 $557,000	Amount	2.1 $557,000	Amount	2.1 $557,000
Source	2.1 Salary/Benefits (Inst. Coaches and .6 director): Base	Source	2.1 Salary/Benefits (Inst. Coaches and .6 director): Base	Source	2.1 Salary/Benefits (Inst. Coaches and .6 director): Base
Budget Reference	2.1 Obj. Code 1901, 3000	Budget Reference	2.1 Obj. Code 1901, 3000	Budget Reference	2.1 Obj. Code 1901, 3000

Action **3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
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	3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners • Train a minimum of 50 teachers • Create at least 10 cohorts and support structures for follow-up for those who have participated in EL Achieve • Transition to SUHSD trainers for Constructing	3.1 Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners • Train a minimum of 50 teachers • Implement district and site support structures for follow-up and support of teachers • Offering training with SUHSD trainers • Send coaches, teachers and administrators to at

| minimum) | Meaning
 • Send coaches, teachers and administrators to at least one Leadership Institute (6 staff members minimum) | least one Leadership Institute (6 staff members minimum) |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	3.1 $100,000	Amount	3.1 $100,000	Amount	3.1 $100,000
Source	3.1 Consultant: $45,000, Substitutes: $38,000, Materials $15,000- Supplemental Concentration Grant	Source	3.1 Consultant: $45,000, Substitutes: $38,000, Materials $15,000- Supplemental Concentration Grant	Source	3.1 Consultant: $45,000, Substitutes: $38,000, Materials $15,000- Supplemental Concentration Grant
Budget Reference	3.1 Obj. Code 5813, 1121, 3000, 4351	Budget Reference	3.1 Obj. Code 5813, 1121, 3000, 4351	Budget Reference	3.1 Obj. Code 5813, 1121, 3000, 4351

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
4.1 Increase rigor in CCSS curriculum and assessments: • Train at least 50% of staff on Webb's Depth of Knowledge (DOK)	4.1 Increase rigor in CCSS curriculum and assessments: • Train 100% of staff in core subjects and world languages on DOK and help them apply it to at	4.1 Increase rigor in CCSS curriculum and assessments: • Increase DOK 3 and 4 questions by 30% in CCSS common units

- 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

least two assessments
- Support creation of at least four assessments per core content area in School City

4.2 Instructional Coach supports building capacity with site staff member expertise-at least one staff member per core department

- Implement one staff release day per core department and world language with representatives to review data in School City
- Implement at least one common assessment per subject and site/grade level.

BUDGETED EXPENDITURES

2017-18

Amount	4.1 $20,000 4.2 $100,000
Source	4.1 Professional Development- release time: Base 4.2 Salary/Benefit: Base
Budget Reference	4.1 Obj. Code 1901, 3000 4.2 Obj. Code 1901, 3000

2018-19

Amount	4.1 $20,000 4.2 $100,000
Source	4.1 Professional Development- release time: Base 4.2 Salary/Benefit: Base
Budget Reference	4.1 Obj. Code 1901, 3000 4.2 Obj. Code 1901, 3000

2019-20

Amount	4.1 $20,000 4.2 $100,000
Source	4.1 Professional Development- release time: Base 4.2 Salary/Benefit: Base
Budget Reference	4.1 Obj. Code 1901, 3000 4.2 Obj. Code 1901, 3000

	Parent Engagement:
☐ New ☐ Modified ☒ Unchanged	
# Goal 3	Parent Engagement: Promote and increase school/district and community connectedness by providing quality site and district-wide parent engagement and education opportunities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Because of language needs and levels of understanding of our educational system, we currently have several parent groups operating independently at both the site and district levels that are engaging and/or educating parents on school/district practices and student learning. The reason for the different groups is due to needs such as language and level of understanding of our educational system. While maintaining our current practices which accommodate our district's rich cultural and language diversity, we need to increase participation of "all" parent groups on topics that are common for site and/or district. In addition, with the new English Language Proficiency Assessments for California (ELPAC) and the State Dashboard, there is a need to educate all parents, especially parents of English Learners on the new accountability systems.

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 the school sites establish ELAC membership and trained members on their roles and responsibilities	100% of the school sites establish ELAC membership and trained members on their roles and responsibilities	100% of the school sites establish ELAC membership and trained members on their roles and responsibilities
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	100% of comprehensive sites organize and hold at least one combined PTSA and ELAC meeting/event	100% of comprehensive sites organize and hold at least two combined PTSA and ELAC meeting/event	100% of comprehensive sites organize and hold at least three combined PTSA and ELAC meeting/event
Participation rates of parents of unduplicated students- site events	Number of parents of unduplicated students attending school meetings along with number of events they attended	Establish Baseline	Increase number of parents of unduplicated students attending school meetings/events based on 17-18 baseline.	Double the number of parents of unduplicated students attending school meetings/events based on 17-18 baseline.
Parent Project Offerings and participation	Parent participation rates and number of sessions offered: • 2016-17 School year: 118	Increase overall parent participation by 10% (130 parents), increase participation from	Increase overall parent participation by 20% (140 parents) %, and 100% of the schools are	Increase overall parent participation by 25% (150 parents)%, and 100% participation from all the schools

	parents and 5 schools	Redwood to 10 parents, and at least 3 from	represented	
Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee)	Establish Baseline	At least one parent of EL and one of FY/Low Income students	At least one parent of EL and one of FY/Low Income students	At least one parent of EL and one of FY/Low Income students

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.1 Continues to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of English Learners, Foster Youth and/or Homeless. 1.2 District Parent Coordinator will facilitate/coordinate district-wide events/meetings such as: • Facilitate, support, assist with District Parent Events: DELAC, 9th Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations, Migrant Parent Workshops, Migrant Parent Advisory Committee • Supports implementation of LEA Plan and LCAP goals • Function as the district's Migrant Advocate/Parent Contact, provide Migrant		

- Parent Workshops and facilitate Migrant Parent Advisory Committee Meetings
- Attend monthly meetings with PTSA presidents and district superintendent

1.3 District Parent Coordinator will facilitate monthly Site Bilingual Parent Liaison Meetings for the purpose of supporting with the following:
- Establishment of site ELACs and the training of ELAC members
- Planning of combined PTSA/ELAC events (at least one)
- Sharing relevant information from monthly meeting with PTSA presidents and superintendent

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1.1 $90,000 1.2 $30,000 1.3 $0	Amount	1.1 $90,000 1.2 $30,000 1.3 $0	Amount	1.1 $90,000 1.2 $30,000 1.3 $0
Source	1.1 Salary/Benefits: $22,500- Migrant, $18,000- Title I, $49,500 Supplemental Concentration Grant 1.2 Materials/Supplies: $30,000- Supplemental Concentration Grant 1.3 N/A	Source	1.1 Salary/Benefits: $22,500- Migrant, $18,000- Title I, $49,500 Supplemental Concentration Grant 1.2 Materials/Supplies: $30,000- Supplemental Concentration Grant 1.3 N/A	Source	1.1 Salary/Benefits: $22,500- Migrant, $18,000- Title I, $49,500 Supplemental Concentration Grant 1.2 Materials/Supplies: $30,000- Supplemental Concentration Grant 1.3 N/A
Budget Reference	1.1 Obj. Code 2910, 3000 1.2 Obj. Code 4351, 4352, 5711 1.3 N/A	Budget Reference	1.1 Obj. Code 2910, 3000 1.2 Obj. Code 4351, 4352, 5711 1.3 N/A	Budget Reference	1.1 Obj. Code 2910, 3000 1.2 Obj. Code 4351, 4352, 5711 1.3 N/A

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools:_Carlmont_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 the EL group of parents		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Included in Action 1	Amount	Included in Action 1	Amount	Included in Action 1
Source	Included in Action 1	Source	Included in Action 1	Source	Included in Action 1
Budget Reference	Included in Action 1	Budget Reference	Included in Action 1	Budget Reference	Included in Action 1

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

| Location(s) | ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3.1 Continue to support parents with parenting classes through the Parent Project. Offer two series (one in the Fall and one in the Spring) at each of the following schools • 1 Series at each school: Menlo- Atherton, Sequoia and Woodside • 1 Series for combined sites: Redwood, Carlmont and East Palo Alto Academy		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	3.1 $45,000	Amount	3.1 $45,000	Amount	3.1 $45,000
Source	3.1 Materials/Supplies: $45,000- Supplemental Concentration Grant	Source	3.1 Materials/Supplies: $45,000- Supplemental Concentration Grant	Source	3.1 Materials/Supplies: $45,000- Supplemental Concentration Grant
Budget Reference	3.1 Obj. Code 2915, 3000, 4351, 4352	Budget Reference	3.1 Obj. Code 2915, 3000, 4351, 4352	Budget Reference	3.1 Obj. Code 2915, 3000, 4351, 4352

☐ New ☒ Modified ☐ Unchanged

Goal 4	Student Achievement-Long Term English Learners: Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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
- 60% of ELs are enrolled in some type of English Support (Infinite Campus Data as of 10.1.16)
- There is no district-wide curriculum for English Support courses
- There is a lack of clarity on the purpose and the core content of English support classes
- Current placement and exit criteria for English Support classes is strictly based on assessment results
- 65% of EL graduated in 2016 -9th grade cohort (SUHSD Dashboard Data as of 2.1.17)
- 2016 Smarter Balanced Assessment of California (SBAC) results- Achievement Gap
  o English Language Arts (ELA):
    - Met or Exceeded Standards: All (59%), EL in county 1+ years (6%)
    - Nearly Met Standards: All (20%), ELs in country 1+ years (26%)
    - Not Met Standards: All (21%), ELs in country 1+ years (68%)
  o Mathematics (Math):
    - Met or Exceeded Standards: All (46%), ELs in country 1+ years (5%)
    - Nearly Met Standards: All (20%), EL in country 1+ years (9%)
    - Not Met Standards: All (34%), EL in country 1+ years (86%)

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%)	Move Up: Color (Green), Level (Medium- 69%), Status Change (Increased- 2.0%)	Color (Green), Level (Medium- 72%), Status Change (Increased- 3.0%)
English Language Proficiency Assessment of California (ELPAC)	Spring 2018- Baseline	Increase rate making progress by 5%	Increase rate making progress by 5%	Increase rate making progress by 5%
Percent of EL Reclassified	CDE 2016-17: 116 students- 8.1% (inclusive of charter schools)- 8.2% (CA, MA, RD, SQ, WD only)	Increase total number of EL reclassified by10% (128 students)	Increase total number of EL reclassified by 12% (130 students)	Increase total number of EL reclassified by 15% (134 students)
Percent of EL Enrolled in English Support Courses	Eng. I & II Support EL Enrollment (10.1.16): • 9th Grade 32% of all 9th grade ELs • 10th Grade 19% of all 10th grade ELs	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 25% of all 9th grade ELs • 10th Grade 10% of all 10th grade ELs	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	Decrease EL Enrollment in Eng. I & II Support to: • 9th Grade 15% of all 9th grade ELs • 10th Grade 3% of all 10th grade ELs
Percent of students Exiting Support Classes mid-year	17-18 Base Line	Establish baseline	Increase by 5% of 17-18 baseline	Increase by 10%of 17-18 baseline
SBAC- ELA & Math *(11th Grade ELs in country 1+ years)*	ELA- English Learners: • Met/Exceeded: 6% • Nearly Met: 26% Mathematics (Math): • Met/Exceeded: 5% • Nearly Met: 9%	ELA- English Learners: • Met/Exceeded: 10% • Nearly Met: 30% Mathematics (Math): • Met/Exceeded: 15% • Nearly Met: 20%	ELA- English Learners: • Met/Exceeded: 20% • Nearly Met: 35% Mathematics (Math): • Met/Exceeded: 35% • Nearly Met: 25%	ELA- English Learners:: • Met/Exceeded: 30% • Nearly Met: 40% Mathematics (Math): • Met/Exceeded: 40% • Nearly Met: 30%

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	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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, English Language Development and Access to Core, Reclassification and RFEP Monitoring. 1.2 Professional Development for ELD Teachers: • EL Achieve: Advance SysELD Institute (3-Day): Contract • Substitutes: 3 Days/12 Teachers 1.3 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	1.2 Professional Development for ELD Teachers: • 1 Day Refresher before school starts: 12 tchr X 6 hrs X $50 p/h • Send new ELD teachers to SysELD	

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 Ellevation: Data Management System for English Learners
- Annual Renewal
- Training

1.6 English Learner Quarterly Monitoring Meetings (Curriculum Rate - Outside School Day)
- Teachers: 27 Total (12 ELD, 10 English Support, 5 BRTs)
- 27 tchr 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)

1.7 Purchase/Implement Primary Language Assessment for newcomers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1.1 $688,381 1.2 $12,150 1.3 $22,950 1.4 $56,000 1.5 $20,000 1.6 $10,800 1.7 $5,000 1.8 $1,000 1.9 $268,000	Amount	1.1 $688,381 1.2 $12,150 1.3 $22,950 1.4 $56,000 1.5 $20,000 1.6 $10,800 1.7 $5,000 1.8 $1,000 1.9 $268,000	Amount	1.1 $688,381 1.2 $12,150 1.3 $22,950 1.4 $56,000 1.5 $20,000 1.6 $10,800 1.7 $5,000 1.8 $1,000 1.9 $268,000
Source	1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant 1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant 1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration	Source	1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant 1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant 1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration	Source	1.1 Salary/Benefits: $118,125 - Title III LEP and $570,256 - Supplemental Concentration Grant 1.2 Contracts: $6,750, Substitutes: $5,400 - Supplemental Concentration Grant 1.3 Materials: $4,950, Curriculum Rate: $18,000- Supplemental Concentration

| Budget Reference | Grant

1.4 Salary/Benefits: $42,000- Supplemental Concentration Grant, $14,000- Title III, Immigrant

1.5 License: $20,000- Title I

1.6 Curriculum Rate: $10,800 - Title I

1.7 Materials/License: $5,000 - Title I

1.8 Curriculum Rate: $1,000 - Supplemental Concentration Grant

1.9 EL Support Funds: $268,000- Supplemental Concentration Grant

1.1 Obj. Code 1901, 3000
1.2 Obj. Code 5807,1121, 3000
1.3 Obj. Code 4310, 1906, 3000
1.4 Obj. Code 1101, 3000
1.5 Obj. Code 5813
1.6 Obj. Code 1906, 3000
1.7 Obj. Code 5813
1.8 Obj. Code 1906, 3000
1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 | Budget Reference | Grant

1.4 Salary/Benefits: $42,000- Supplemental Concentration Grant, $14,000- Title III, Immigrant

1.5 License: $20,000- Title I

1.6 Curriculum Rate: $10,800 - Title I

1.7 Materials/License: $5,000 - Title I

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1.1 Obj. Code 1901, 3000
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1.5 Obj. Code 5813
1.6 Obj. Code 1906, 3000
1.7 Obj. Code 5813
1.8 Obj. Code 1906, 3000
1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 | Budget Reference | Grant

1.4 Salary/Benefits: $42,000- Supplemental Concentration Grant, $14,000- Title III, Immigrant

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1.3 Obj. Code 4310, 1906, 3000
1.4 Obj. Code 1101, 3000
1.5 Obj. Code 5813
1.6 Obj. Code 1906, 3000
1.7 Obj. Code 5813
1.8 Obj. Code 1906, 3000
1.9 Obj. Code 5813,1900, 2100, 3000, 4351, 4352, 4210, 4310, 5205 |
|---|---|---|---|---|---|

Action 2

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☐ All schools ☒ Specific Schools: Sequoia, Woodside_____ ☒ Specific Grade spans:_9th_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	2.1 Implement CM Units or Identify different curriculum • Cost of Materials	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2.1 $3,000	Amount	2.1 $3,000	Amount	2.1 $3,000
Source	2.1 Materials: $2,000- Title I , Curriculum Rate: $1,000- Supplemental Concentration Grant	Source	2.1 Materials: $2,000- Title I , Curriculum Rate: $1,000- Supplemental Concentration Grant	Source	2.1 Materials: $2,000- Title I , Curriculum Rate: $1,000- Supplemental Concentration Grant
Budget Reference	2.1 Obj. Code 4310, 1906, 3000	Budget Reference	2.1 Obj. Code 4310, 1906, 3000	Budget Reference	2.1 Obj. Code 4310, 1906, 3000

	☐ New ☒ Modified ☐ Unchanged

Goal 5	Student Achievement-College & Career: All students will be enrolled in a broad course of study that includes all of the subject areas described in Education Code section 51220. In addition, they will have access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	The District will continue to work on increasing the A-G completion rate for "All" students and decrease the gap between "All" students and each applicable subgroup as measured by SUHSD's Dashboard annual metrics. Currently, the percent of graduating seniors District-wide meeting A-G is approximately 65.1% while the percent of our unduplicated subgroups is lower. 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. 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Perecent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (2/2/17)	Class of 2016: 59.1%	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.	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 (2/2/17)	Class of 2016 -EL & RFEP Combined = 31.2% -Foster = 20% -Homeless = 9.1%	Demonstrate an increase the percent of the unduplicated subgroups of graduating seniors meeting A-G as per the 2016 SUHSD Dashboard EL & RFEP Combined ≥ 35% -Foster > 25% -Homeless > 10%	Demonstrate an increase the percent of the unduplicated subgroups of graduating seniors meeting A-G by from previous year. EL & RFEP Combined = 40% -Foster = 30% -Homeless = 15%	Demonstrate an increase the percent of the unduplicated subgroups of graduating seniors meeting from previous year. EL & RFEP Combined = 45% -Foster = 35% -Homeless 20%
Early assessment Program Results: Percent	CAASPP Scores 16-17: • ELA- 31% Exceeded	Increase the CAASPP scores in ELA and Math by 3% from base	Increase the CAASPP scores in ELA and Math by 6% from base	Increase the CAASPP scores in ELA and Math by 9% from baseline:

of students exceeding Standards: ELA and Math Scores on CAASPP tests	Standards • Math – 24% Exceeded Standards	line: ELA- 34%% Math- 27%%	line: ELA- 37%% Math- 30%%	ELA- 40%% Math- 33% %
Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone)	2017-18 CTE Pathway Rates	Establish baseline	Increase by 3% from the established baseline the percent of students taking • a CTE introductory pathway course. • a CTE concentrator pathway course (which will in one year result in capstone course completion).	Increase by 3% of the previous year the percent of students taking • a CTE introductory pathway course. • a CTE concentrator pathway course • a CTE capstone pathway course.
Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone)	2017-18 CTE Pathway Rates	Establish baseline.	Increase by 3% from the established baseline 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).	Increase by 3% of the previous year the percent of unduplicated subgroups taking • a CTE introductory pathway course. • a CTE concentrator pathway course • a CTE capstone pathway course.

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged
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

1. 7 Open TIDE ACADEMY with a schedule that will ensure students graduate high school with 30+ units of college credit completed

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000	Amount	1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000	Amount	1.1 $500,000 1.2 $1,568,000 1.3 $0 1.4 $0 1.5 $0 1.6 $600,000
Source	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 AVID Sections- Supplemental Concentration Grant	Source	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 AVID Sections- Supplemental Concentration Grant	Source	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 AVID Sections- Supplemental Concentration Grant
Budget Reference	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	Budget Reference	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	Budget Reference	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

Action   2

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

Students to be Served   ☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1 Continue to provide services to students who meet one or more of the 13 handicapping conditions and require special education services to access and make progress in instruction, preferably in general education. Also continue co-teaching practices for students whose IEPs indicate a need for this accommodation. 2.2 Establish a system to monitor student progress quarterly or at the end of each semester.	2.2 Use established system to monitor student progress quarterly or at the end of each semester.	

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	2.1 $22,000,000	Amount	2.1 $22,000,000	Amount	2.1 $22,000,000
Source	2.1 Salary/Benefits (FTE): $22,000,000-Base 2.2 N/A	Source	2.1 Salary/Benefits (FTE): $22,000,000-Base 2.2 N/A	Source	2.1 Salary/Benefits (FTE): $22,000,000-Base 2.2 N/A
Budget Reference	2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A	Budget Reference	2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A	Budget Reference	2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000 2.2 N/A

Action **3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to monitor and support the following groups of students: 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

2017-18		**2018-19**		**2019-20**	
Amount	3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.4 $110,000	Amount	3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.4 $110,000	Amount	3.1 Included in Goal 4 Action 1.9 3.2 $8,000 3.3 $80,000 3.4 $110,000
Source	3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.4 Direct services: Migrant	Source	3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.4 Direct services: Migrant	Source	3.1 N/A 3.2 - 3.3 Direct Services: Title I 3.4 Direct services: Migrant
Budget Reference	3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813 3.4 Obj. Code 1901, 3000	Budget Reference	3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813 3.4 Obj. Code 1901, 3000	Budget Reference	3.1 N/A 3.2 Obj. Code 5813 3.3 Obj. Code 5813 3.4 Obj. Code 1901, 3000

| | New | Modified | ☒ Unchanged |

| **Goal 6** | Locally Defined Criteria:
All students will have access to and be encouraged to enroll in at least one AP/IB course by the time they graduate from SUHSD. |

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The District needs to continue to work to increase the number of "All" students who take at least one AP/IB course by the end of their senior year and decrease the gap between "All" students and each applicable subgroup each year as per SUHSD Dashboard annual metrics. The current percent of graduating seniors who have taken an AP/IB course is approximately 62.8%. The targeted subgroups percentages are: Hispanic/Latino 49.6%; Socio-Economically Disadvantaged Students (SED) 43.6%; and FY/Homeless 12.5%.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of graduating Seniors taking at least one AP/IB class	All - 62.8%	Increase the percent of "all" graduating senior taking at least one AP/IB course by 3% of prior year (65%)	Increase the percent of "all" graduating senior taking at least one AP/IB course by 3% of prior year (68%)	Increase the percent of "all" graduating senior taking at least one AP/IB course by 3% of prior year (71%)
Percent of unduplicated subgroups of graduating seniors taking at least one AP/IB class	• Hispanics/Latino: 49.6% • SED: 43.6% • FY/Homeless 12.5%	• Hispanics/Latino: 52% • SED: 46% • FY/Homeless 15%	• Hispanics/Latino: 55% • SED: 49% • FY/Homeless 18%	• Hispanics/Latino: 58% • SED: 52% • FY/Homeless 21%
Number of students who pass an AP exam with a score of 3 or higher	2014-15 Rates from Data Quest: 		Number	Percent of Total Tested
Total Tested	2,114	
Score- 3	1,028	48.6%
Score- 4	1,010	47.8%
Score- 5	1,075	50.9%		Demonstrate an increase in the number of students taking an AP exam as well as the percent that scores at a 3 or higher on an exam. | Total Tested	2,200
Percent of Total Tested	
Score- 3	50%		Demonstrate an increase in the number of students taking an AP exam as well as the percent that scores at a 3 or higher on an exam. | Total Tested	2,300
Percent of Total Tested	
Score- 3	55%		Demonstrate an increase in the number of students taking an AP exam as well as the percent that scores at a 3 or higher on an exam. | Total Tested	2,500
Percent of Total Tested	
Score- 3	60%
Score- 4	60%	

		Score- 4	50%		Score- 4	55%		Score- 5	75%
		Score- 5	60%		Score- 5	66%			

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District base program is to ensure all students have access to a rigorous course of study such as AP/IB courses To ensure students access and enroll in at least one AP/IB course, we will: Continue to: 1.1 Refine/modify plan of action to increase target student groups' awareness of AP/IB courses and the value of enrolling in such courses 1.2 Work with Equal Opportunity Schools (EOS) or similar agencies to survey students and staff in efforts to identify AP-/IB-ready students who are not enrolled in AP/IB or 9th-10th grade honors courses		

| 1.3 Require AVID students to develop/modify their 4- year plan annually to include at least one AP/IB course

1.4 Require AVID coordinators monitor AVID students' progress in AP/IB courses and develop a plan of action for students needing intervention/additional support in order to increase the percent of AVID students enrolling in and successfully completing AP/IB courses

1.5 Beginning in 2017-18, AVID students will all be provided with one-to-one devices to make it easier for them to access curriculum and college going supports | | |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	1.1 Included in Goal 5 1.2 $46,000 1.3 - 1.4 Included in Goal 5 1.5 $286,991	Amount	1.1 Included in Goal 5 1.2 $46,000 1.3 - 1.4 Included in Goal 5 1.5 $286,991	Amount	1.1 Included in Goal 5 1.2 $46,000 1.3 - 1.4 Included in Goal 5 1.5 $286,991
Source	1.1 N/A 1.2 Contract (Equal Opportunity Schools) - Supplemental Concentration Grant 1.3 - 1.4 N/A 1.5 College Readiness Block Grant	Source	1.1 N/A 1.2 Contract (Equal Opportunity Schools) - Supplemental Concentration Grant 1.3 - 1.4 N/A 1.5 College Readiness Block Grant	Source	1.1 N/A 1.2 Contract (Equal Opportunity Schools) - Supplemental Concentration Grant 1.3 - 1.4 N/A 1.5 College Readiness Block Grant
Budget Reference	1.2 Obj. Code 5807 1.5 Obj. Code 4310	Budget Reference	1.2 Obj. Code 5807 1.5 Obj. Code 4310	Budget Reference	1.2 Obj. Code 5807 1.5 Obj. Code 4310

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2.1 Support traditionally underrepresented students in AP/IB courses by providing: • Professional development for teachers around Growth Mindset and scaffolding strategies • Supplemental materials to facilitate "access" to rigorous curriculum • Release time for teachers to collaborate on planning and monitor/support student progress		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2.1 $10,000	Amount	2.1 $10,000	Amount	2.1 $10,000
Source	2.1 PD/Materials/Release Time: Supplemental and Concentration	Source	2.1 PD/Materials/Release Time: Supplemental and Concentration	Source	2.1 PD/Materials/Release Time: Supplemental and Concentration
Budget Reference	2.1 Obj. Code 4351, 1121, 1901, 3000	Budget Reference	2.1 Obj. Code 4351, 1121, 1901, 3000	Budget Reference	2.1 Obj. Code 4351, 1121, 1901, 3000

□ New ⊠ Modified □ Unchanged

Goal 7	Student Engagement and School Climate: All sites will promote a positive learning environment that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accruement, graduation, drop-out, suspension and expulsion rates, and the California Healthy Kids Survey.

State and/or Local Priorities Addressed by this goal:

STATE □ 1 □ 2 □ 3 □ 4 ⊠ 5 ⊠ 6 □ 7 ⊠ 8
COE □ 9 □ 10
LOCAL _____

Identified Need

Overall suspension rates have decreased significantly across the district, and while this holds true for some subgroups, it is not the case for all. For example, the RFEP student group shows a .8% increase in suspensions, and the SED and EL student groups make up about 20% of the students expelled in 2015-16. With respect to dropout rates, those have also dropped, and all but the EL subgroup has shown a decrease. This indicates that there is still a need to focus on our systems to close the gap between all the students and that of our subgroups when it comes to suspensions and expulsions. Another area that we are focusing on is that of credits earned at the end of the first semester in 9th grade and also at the end of 10th grade. Here, while we are seeing an increase in the number of students earning 30+ credits at the end of their 1st semester in high school, again, it is not the case for subgroups. With respect to the credits earned by the end of the 10th grade, in 2016-17, all subgroups show a decrease in the percentage of students achieving this credit status. And while there has been a decrease, it is mostly around 1% - 2%. The FY and Homeless categories show significant drops in student credit status. This may be due to the small numbers of students in these categories significantly impacting the overall percentage. The past year has shown an increase in 10th grade students on track toward graduation in all subgroups with the exception of Homeless.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School facilities maintained in good repair	100%	100% of school facilities are in good repair	100% of school facilities are in good repair	100% of school facilities are in good repair
California Healthy Kids Survey: School Connectedness and Safe Environment	**Grade Level / School Connectedness (High) 2014-15 / School Perceived as very safe or safe 2014-15:** 9th: 58%, 54%; 11th: 72%, 77%; NT: 52%, 73%	**Grade Level / School Connectedness (High) 2016-17 / School Perceived as very safe or safe 2016-17:** 9th: 75%, 75%; 11th: 90%, 90%; NT: 80%, 80%	**Grade Level / School Connectedness (High) 2017-18 / School Perceived as very safe or safe 2017-18:** 9th: 75%, 75%; 11th: 90%, 90%; NT: 80%, 80%	**Grade Level / School Connectedness (High) 2018-19 / School Perceived as very safe or safe 2018-19:** 9th: 75%, 75%; 11th: 90%, 90%; NT: 80%, 80%
Attendance Rates- (as measured by SUHSD 2016-17 Dashboard- ½	All- 95.2% SWD (Sped)- 92% SED (Low Income)-93.1%	At minimum, maintain the district's calculated attendance rate of 95% for all students and increase the	At minimum, maintain the district's calculated attendance rate of 95% for all students and increase the	At minimum, maintain the district's calculated attendance rate of 95% for all students and increase the rate

Day Partial/Full Day)	EL/RFEP Combined- 93.3% FY- 79% Homeless- 85%	rate of subgroups. All- 95.2% SWD (Sped)- 92% SED (Low Income)-93.1% EL/RFEP Combined- 93.3% FY- 79% Homeless- 85%	rate of subgroups. All $\geq$ 95.2% SWD (Sped) $\geq$ 95% SED (Low Income) $\geq$ 95% EL/RFEP Combined $\geq$ 95% FY $\geq$ 80% Homeless- 85%	of subgroups. All > 95.2% SWD (Sped) > 95% SED (Low Income) > 95% EL/RFEP Combined > 95% FY > 80% Homeless- 85%
Chronic Absenteeism Rates	Use 2017-18 rates to establish a baseline for future years.	See Baseline column.	Will establish metrics once a baseline is establish. See Baseline column.	Will establish metrics once a baseline is establish. See Baseline column.
Graduation rates as measured by the SUHSD District Dashboard	Class of 2016: Cohort Graduation Rate = 79% -Af. Am. = 59.2% -Latino = 73.7% -Pac Island. = 50.8% -Spec Ed = 62.9% -EL = 70.5% -Foster = 50% -Homeless = 50%	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 6% from the baseline.	Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 9% from the baseline.
Suspension rates as measured by the SUHSD Dashboard	2015-16 Suspension Rate - 4.9% -Af. Am. = 14.1% -Latino = 7.7% -Pac Island. = 10.2% -Spec Ed = 10.7% -EL & RFEP= 8.3% -Foster = 16.4 % -Homeless= 12.2%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. -All Students- < 4.5% -Af. Am. <14.1% -Latino < 7.7% -Pac Island. < 10.2% -Spec Ed < 10.7% -EL & RFEP< 8.3% -Foster < 16.4 % -Homeless=<12.2%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. -All students < 4.0% Af. Am. <12% -Latino < 7% -Pac Island. < 9% -Spec Ed < 10% -EL & RFEP< 8% -Foster < 16 % -Homeless=<12%	Demonstrate a decrease in the suspension rate for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. All students < 3.5% Af. Am. <10% -Latino < 5% -Pac Island. < 7% -Spec Ed < 8% -EL & RFEP< 5% -Foster < 12 % -Homeless=<10%
Number of Expulsions as measured by the SUHSD Dashboard	2015-16 Number of Expulsions = 28 -Af. Am. = 3 -Latino = 18 -Pac Island. = 1 -Spec Ed = 4 -EL & RFEP= 19 -Foster = 0 -Homeless= 0	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per SUHSD's Dashboard 2015-16 baseline. At minimum < 25 Total Expulsions	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. At minimum < 22 Total Expulsions	Demonstrate a decrease in the number of expulsions for "All" students in general and each applicable pupil subgroup as per 2017-18 SUHSD's Dashboard At minimum < 20 Total Expulsions

Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard	2016-17 9th grade students earning 30+ credits after first semester = 86% -Af. Am. = 75.8% -Latino = 79.2% -Pac. Island. = 73.6% -Spec Ed = 75.2% -EL& RFEP = 78.3% -Foster = 40% -Homeless = 46.7%	Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup, as per the 2016-17 SUHSD's Dashboard annual metrics (baseline) At minimum: 9th grade students earning 30+ credits > 86%	Demonstrate an increase the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup, as per the 2017 - 18 SUHSD's Dashboard At minimum: 9th grade students earning 30+ credits > 88.	Demonstrate an increase the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup, as per the 2018 -19 SUHSD's At minimum: 9th grade students earning 30+ credits > 90%
Percent of 10th grade students earning 120+ credits after the second semester	2015-16 10th grade students earning 120+ credits after second semester = 77.8% -Af. Am = 61.5% -Latino = 64.7% -Pac. Island = -Spec Ed = 61.6% -EL& RFEP = 62.9% -Foster = 66.7% -Homeless = 31.6%	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup, as per 2016-17 SUHSD's Dashboard annual metrics. At minimum percent of 10th grade students earning 120 credits > 78%.	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup, as per 2017-18 SUHSD's Dashboard annual metrics. At minimum percent of 10th grade students earning 120 credits > 80%.	Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup, as per 2018-19 SUHSD's Dashboard annual metrics. At minimum percent of 10th grade students earning 120 credits > 82%.

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1.1 District base program ensures clean and safe facilities for all students.		

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	1.1 $9,824,315	Amount	1.1 $9,824,315	Amount	1.1 $9,824,315
Source	1.1 Facilities: Base	Source	1.1 Facilities: Base	Source	1.1 Facilities: Base
Budget Reference	1.1 Obj. Code 2230, 2240, 3000	Budget Reference	1.1 Obj. Code 2230, 2240, 3000	Budget Reference	1.1 Obj. Code 2230, 2240, 3000

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2.1 Support the development of a two-week SEL (social-emotional learning) mental health curriculum to be delivered to all 9th grade students through Life Skills classes and targeted at-risk students (Redwood) 2.2 Introduce Kognito's Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood) 2.3 Continue and further develop a neuroscience of addiction curriculum for 9th grade students 2.4 Broaden the outreach for parent education, particularly to the families of at-risk students. 2.5 Continue to explore the Multi-tiered Systems of Support (Tiers 1 – 3) for student behavior and mental health intervention and support through the district Discipline Committee	2.1 Implement the pilot 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) 2.5 Implement a Multi-tiered Systems of Supports	2.1 Continue and evaluate the 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) 2.3 Continue the neuroscience of addiction curriculum for 9th grade students 2.4 Continue to broaden the outreach for parent education, particularly to the families of at-risk student. 2.5 Continue and evaluate the Multi-tiered System of Supports

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	2.1 - $25,000 2.2 - $3,000 2.3 - $15,000 2.4 - $10,000	Amount	2.1 - $25,000 2.2 - $3,000 2.3 - $15,000 2.4 - $10,000	Amount	2.1 - $25,000 2.2 - $3,000 2.3 - $15,000 2.4 - $10,000
Source	2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.2 - Kognito Training: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant	Source	2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.2 - Kognito Training: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant	Source	2.1 - Teacher Collaboration: Supplemental Concentration Grant 2.2 - Kognito Training: Supplemental Concentration Grant 2.3 - Teacher training; PD: Supplemental Concentration Grant 2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant
Budget Reference	2.1 Obj. Code 1906, 3000 2.2 Obj. Code 5813 2.3 Obj. Code 1906, 3000 2.4 Obj. Code 5813 2.5 N/A	Budget Reference	2.1 Obj. Code 1906, 3000 2.2 Obj. Code 5813 2.3 Obj. Code 1906, 3000 2.4 Obj. Code 5813 2.5 N/A	Budget Reference	2.1 Obj. Code 1906, 3000 2.2 Obj. Code 5813 2.3 Obj. Code 1906, 3000 2.4 Obj. Code 5813 2.5 N/A

Action   **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18   **2018-19**   **2019-20**

☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 concurrent enrollment in SUHSD's Adult School program.	Evaluate programs in place for "at risk" students and determine whether to continue or refine them.	

[BUDGETED EXPENDITURES]

2017-18

2018-19

2019-20

Amount

3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.6 $57,000 3.7 $20,000

Amount

3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.6 $57,000 3.7 $20,000

Amount

3.1 $100,000 3.2 $143,000 3.3 $503,816 3.4 $525,600 3.5 $250,000 3.6 $57,000 3.7 $20,000

Source

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

Source

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

Source

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

Budget Reference	3.6 Consultant: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant
	3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.6 Obj. Code 5813 3.7 Obj. Code 1101, 3000

Budget Reference	3.6 Consultant: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant
	3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.6 Obj. Code 5813 3.7 Obj. Code 1101, 3000

Budget Reference	3.6 Consultant: Supplemental Concentration Grant 3.7 Adult School: Supplemental Concentration Grant
	3.1 Obj. Code 1907, 2107, 3000 3.2 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.6 Obj. Code 5813 3.7 Obj. Code 1101, 3000

☐ New ☒ Modified ☐ Unchanged

Goal 8

Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Foster youth suffer from a lack of educational achievement. They are the most at-risk student group to not graduate from high school due to factors that are out of their control. Under Assembly Bill (AB) 490 foster youth are entitled to education rights such as immediate enrollment, school of origin, partial credits, access to 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	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
Type of Support Services accessed by FY	Identify and track services accessed by foster youth throughout the year	Establish Baseline	Demonstrate an increase of the percent of students that access services throughout the year as well as the type of services.	Demonstrate an increase of the percent of students that access services throughout the year as well as the type of services.
Percent of teachers, administrators and key personnel receiving Professional Development on FY needs	Establish baseline	100% of Administrators Establish baseline for percent of teachers and other key personnel trained	100% of administrators Demonstrate an increase of teachers and other key personnel trained by 20% from baseline.	100% of administrators Demonstrate an increase of teachers and other key personnel trained by 30% from baseline.

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	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 students transfer in, they are: • promptly enrolled • 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 identify ways to best support transferring foster youth: • clear process for notifying key people/parties when a student is transferring in and out of our district • for students transferring out, establish a process to		

ensure district is informed with plenty of time in order to produce check out grades and award appropriate credit

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

2017-18		**2018-19**		**2019-20**	
Amount	1.1 $45,000 (Coordinator & .1 FTE) 1.2 none 1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none 1.7 $25,000	Amount	1.1 $45,000 (Coordinator & .1 FTE) 1.2 none 1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none 1.7 $25,000	Amount	1.1 $45,000 (Coordinator & .1 FTE) 1.2 none 1.3 $2,500 1.4 $4,500 1.5 $8,500 1.6 none 1.7 $25,000
Source	1.1 General Fund $30,000; Title I $15,000 1.3 - 1.6 Supplemental Concentration Grant 1.7 Title I	Source	1.1 General Fund $30,000; Title I $15,000 1.3 - 1.6 Supplemental Concentration Grant 1.7 Title I	Source	1.1 General Fund $30,000; Title I $15,000 1.3 - 1.6 Supplemental Concentration Grant 1.7 Title I
Budget Reference	1.1 Salaries/Benefits Obj. codes 1321, 3000 1.3 - 1.6 Consultant, Conferences, Timesheet Object codes 5807, 5205 1.7 Transportation/bus passes Object code 5834	Budget Reference	1.1 Salaries/Benefits Obj. codes 1321, 3000 1.3 - 1.6 Consultant, Conferences, Timesheet Object codes 5807, 5205 1.7 Transportation/bus passes Object code 5834	Budget Reference	1.1 Salaries/Benefits Obj. codes 1321, 3000 1.3 - 1.6 Consultant, Conferences, Timesheet Object codes 5807, 5205 1.7 Transportation/bus passes Object code 5834

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

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

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

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

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

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

Goal 8 is strictly focused on supporting Foster Youth. The purpose for having such a focused goal is to ensure our foster youth are not forgotten and have access to a public education as per their rights. Thus, the actions and services identified in the LCAP are such to ensure foster youth are not just promptly and appropriately enrolled but that they are also issued the appropriate amount of credits earned. To ensure this happens, the following was identified:

- Establishing a partnership (MOU) with outside agencies such as the San Mateo County Office of Education, Social Services which will support our efforts. *(Goal 8, Action 1.3, $2,500)*
- Develop and provide comprehensive training and resources for foster youth specific staff at the school sites and district level, as well as more generalized professional development opportunities for all educators and administrators on foster care and/or the impact of trauma on learning. This will increase awareness amongst staff members, especially teachers, of the needs of foster youth and how to address those needs. *(Goal 8, Action 1.4, $4,500).*

The following services were identified to support and increase the academic performance of <u>English learners</u>:

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

- Implement EL Achieve's program, "Constructing Meaning" to assist Long Term English Learners. This will assist teachers in developing and delivering lessons that will include tools to best meet the needs of Long Term English Learners. *(Goal 2, Action 3.1, $100,000)*
- Provide follow up support in the form of professional development for ELD Teachers by providing them with a 3-Day Institute as well as time to collaborate in curriculum development/lesson planning and/or analyzing student work. These actions and services will help ELD teachers refine their craft in teaching ELD. *(Goal 4, Action 1.2 $12,150, Action 1.3 $22,950)*
- Hire 0.4 Full Time Employee (FTE) Bilingual Resource Teacher at the District to support with the implementation of English Language Proficiency Assessment of California (ELPAC) district-wide and support ELD Teachers with curriculum and instruction. The addition of this staff member will help ensure that teachers, students, and parents become aware of the new exam and its significance to the overall achievement of students and reclassification. In addition, it will assist

teachers with follow up support in the classroom. *(Goal 4, Action 1.4, $56,000)*

- Establish/Implement systems to assist with the continuous monitoring of the academic progress of EL through the use of a data management system such as Ellevation and hold quarterly meetings with teachers of ELs. This will ensure the Bilingual Resource Teachers are kept always aware of how the students are doing and progressing in their core classes, when they are ready for reclassification, and/or when they are in need of additional support or immediate intervention. (*Goal 4, Action 1.1, $570,256, Action 1.5, $20,000, Action 1.6, $10,800)*
- Revise and update the district's EL Master Plan and consider piloting Constructing Meaning Units in one or two English I support classes. This will ensure all key parties are aware of the policies and procedures that must be in place, as well as provide teachers with research based curriculum to ensure the academic success of English Learners. *(Goal 4, Action 1.8 $1,000, Action 2.1 $3,000)*
- Continue to allocate additional funds to sites for additional support in the area of curriculum and instruction for English Learners. This assists schools with additional staff during and/or after school hours, as well as tutoring or other means of direct services to students. *Goal 4, Action 1.9 $268,000)*
- Identify and purchase assessments in Spanish to use with newcomer ELs. This will help school sites measure the students' literacy skills in their primary language. The scores can then assist with proper placement and identify resources for additional support. *Goal 4, Action 1.7, $5,000)*

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

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

- Provide professional development for teachers around Growth Mindset and scaffolding strategies, as well as equip them with supplemental materials that will assist them in providing "access" to rigorous curriculum to our traditionally underrepresented students in AP/IB courses. This will ensure low income students feel welcome and have a sense of belonging in these classes. (*Goal 6, Action 2.1 $10,000)*

<u>DISTRICTWIDE ACTIONS AND SERVICES for all students and PRINCIPALLY DIRECTED to unduplicated students</u>

LCAP Goal	Action/Service Cost	Description of how action/service is principally directed to and most effective use of funds to meet the goals for Unduplicated Pupils.	Description of basis of "most effective determination", including alternative services considered, and supporting research, experience or educational theory.
1	3.1 & 3.2: New Teacher support and training for principals ($10,000)	**Principally directed:** The identified means of support and training for principals will be principally directed to support the unduplicated pupils across the district. **Effective:** Human Resources will work with the Professional Development department to identify means by which to support new teachers to the district in efforts to ensure they acclimate well and succeed. In addition, training our principals on how to support struggling teachers will assist them in recognizing early if and when a teacher might need support to ensure they do well and are asked to return for a second year and ultimately become part of the staff. It will help retain teachers, especially teachers whose demographics mirror those of our school district	Research shows that beginning teachers need all the support they can get in order to "make sure beginning teachers don't just survive but also become competent and effective—and stay in the profession". *(Linda Darling Hammond, Educational Leadership, May 2012, Volume 69, Number 8, pp. 18-23).* For that reason, we ensure our new teachers, especially those new to the profession, consider and participate in our teacher induction program. Keep this in mind, our intent is to provide similar trainings and/or workshops to our administrators in efforts to increase the support to our new teachers from simply providing coaches/mentors at the district level, but by also demonstrating to them that their own administrators know how to support them. Furthermore, the Project on the Next Generation Teachers has performed many studies in which they have identified factors that affect teacher morale which then leads to retention. They also found that a principal can address some of these factors and thus empower new teachers to succeed. After all, new teachers "lack the expertise that can only come with experience" *(National*

			Association of Elementary School Principals, Principal-November/December 2006, pp. 34-39) of which a principal has plenty.
			The idea to provide principals with training/tools to support new teachers came from the realization that with a shortage of teachers in California, we have a need to ensure the teachers we hire are not only highly effective but that they have a great experience in our district and choose to stay upon clearing their credential.
3	**1.1, 1.2 &1.3: Hire 1 FTE District Parent Coordinator and Parent Engagement Activities ($130,000)**	**Principally directed:** Continue to support a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for all parents, with services principally directed to parents/guardians of unduplicated students. **Effectiveness:** The district parent coordinator will facilitate/coordinate district-wide events/meetings such as: DELAC, 9th Grade Transitional Meetings, Compass Parent Meetings, LCAP Parent Presentations, Migrant Parent Workshops, and Migrant Parent Advisory Committee. In addition, the coordinator will also function as the district's Migrant Advocate/Parent Contact, provide Migrant Parent Workshops and facilitate Migrant Parent Advisory Committee Meetings. The Parent Coordinator will be the bridge between the PTSA and the site ELAC, and will also support Site Bilingual Parent Liaisons in the planning/coordination of site events for parents with emphasis on parents of unduplicated students.	Research continues to identify an active parent in a child's education as a key factor in the child's academic success. Yet many parents, especially parents of immigrant students, do not know how to navigate the school system nor how to advocate for their own child. Thus, it is important for us to ensure our parents are given the tools to support their child in all aspects of the school system. To do this, we find it important to continue to fund a District Parent Coordinator that will bridge the gap between our community and schools and will support parents. The Parent Project was first identified as a possible training for our families in 2014-15. While we knew of it, we were unfamiliar with the impact it would have on our families. This project has been in existence for over 28 years and has worked with over ½ million parents. The program is based on the experiences of the families that have struggled with out-of-control children. They pride themselves in being able to work with and help families through any situation regardless of its difficulty level. They offer two programs: Loving Solutions and Changing Destructive Adolescent Behavior, both of which we will use in our series.
	3.1 Parent Project ($45,000)	**Principally directed:** Continue to support parents, especially parents of unduplicated students (low income) with parenting classes through the Parent Project. **Effectiveness:** The parent project has been well received and proved to be successful last year. For those reasons, the plan is to offer a total of 8 parent project series during the school year. Four will take place in the fall semester and the other four in the spring semester. This will double the number of sessions offered, thus increasing the number of parents of unduplicated students that will be supported.	Parent Project website: https://www.parentproject.com/index.php/about-us/programs-offered/changing-destructive-adolescent-behavior
5	**1.2 Support Classes**	**Principally directed:** Continue to provide support classes in Math and English Language Arts for students in need of	Studies show that, with additional supports, students who have previously struggled to keep up with their peers in college prep

	($1,568,000)	additional support in meeting graduation and A-G requirements, with services principally directed to unduplicated students. **Effectiveness:** By providing support classes in the areas of English Language Arts and mathematics, all students have an opportunity to receive additional support in areas where they might have gaps and/or the need to improve their skills in those two areas. Of the percent of students that need such support classes, the majority are among one of the subgroups that count for unduplicated. Thus, such services while available for all students, will principally affect our unduplicated group.	courses can experience success. In the Department of Education's 2010 *National Evaluation of Student Support Services,* prepared by Bradford W. Chaney, one finds a national example of the difference that academic support can make for under-achieving students. The study found that, "The single most consistent finding is that the receipt of supplemental services was correlated with improved student academic outcomes. This finding was consistent across all measures of academic outcomes and all types of statistical models… the continuous measures of SSS participation showed positive and statistically significant effects for each of the outcome measures." While the federal program Student Support Services (SSS) serves college students, the premise of giving students additional academic support for their courses is the same. The District has found that, with the implementation of support classes, there has been a substantial rise in the number of struggling students able to complete the high school program. In addition, one of the guiding principles of the support classes is that they are smaller in size than our regular, mainstream courses. As Baker, B. D., Farrie, D. and Sciarra, D. G. found in their 2016 ETS Research study *Mind the Gap: 20 Years of Progress and Retrenchment in School Funding and Achievement Gap*s, "…ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps. Although it is certainly plausible that other uses of the same money might be equally or even more effective, there is little evidence to support this… Smaller class sizes and reduced total student loads are a relevant working condition simultaneously influencing teacher recruitment and retention; that is, providing smaller classes may partly offset the need for higher wages for recruiting or retaining teachers."
	1.6 **AVID Sections** **($600,000)**	**Principally directed:** Supporting an AVID program at each of the comprehensive sites will provide services principally directed to unduplicated students. **Effectiveness:** By continuing to support the AVID program at each of the comprehensive sites, we are supporting underrepresented students. In our district the majority of underrepresented students are low income students, English Learners, and/or reclassified English Proficient students. The AVID programs for over a decade continue to prove to be effective for the graduate. 100% of the AVID	The AVID program has been in existence for over a decade in our district, and it has grown throughout the years. On average we offer a total of 32 sections, eight at each of our comprehensive schools. While the overall enrollment has maintained steady for the past three years, approximately 9% of our total population, we continue to see an increase in the percent of students who graduate, meet the A-G requirements, and go on to college after high school. Some of the statistics of the 2016 Graduating Class are as follows: • Graduated on time (99%) • Completed A-G requirements (98%) • Took SAT and/or ACT (99%)

		students, with over 95% of them meeting A-G requirements, apply and are accepted to four-year universities. Thus, it behooves us to continue with this program and work on increasing not only our annual enrollment rates, but our retention rates as well.	• Took at least one AP/IB exam (73%) Furthermore, with respect to social economic and ethnicity data, 53% of AVID students are Hispanic/Latino compared to 31% district-wide, and 47% of AVID students qualify for the Free/Reduced Meal Plan compared to 20% district-wide. This demonstrates that in our district, the AVID program is servicing low income and underrepresented students. Thus, we agree to continue funding and supporting it. **Research:** • *"The Advancement Via Individual Determination (AVID) Program: Providing Cultural Capital and College Access to Low-Income Students", The School Community Journal, 23(1), 203-222.* • *"The Link Between High School Reform and College Access and Success for Low-Income and Minority Youth", Washington, DC: American Youth Policy Forum and* Pathways to College Network. Martinez, M. & Klopott, S. (2005).
6	1.2 **Equal Opportunity Schools (EOS) ($46,000)**	**Principally directed:** The mission and purpose of EOS is to assist schools in increasing the participation of underrepresented students in AP/IB courses. At SUHSD, EOS services will be principally directed to unduplicated students. **Effective:** The district's goal to ensure all students, especially underrepresented students, have access to and enroll in at least one AP/IB course is aligned to EOS mission. Thus, partnering with them once again will continue to increase the district's participation of unduplicated students in such courses. Furthermore, it will highlight the mindset the district embraces with respect to "achievement for all" regardless of gender, ethnicity, and/or social status.	In their June, 2013 Education Trust research study *Finding America's Missing AP and IB Students,* by Christina Theokas and Reid Saaris, it is stated, "We know that the strongest predictor of whether a student will achieve success in college is whether she had a rich and rigorous course of study in high school. Substantially reducing the gaps that help push so many black, brown, and poor people to the margins of American life is not only about lifting the results of our lowest performing youngsters. It requires eliminating the "high-end opportunity gap," ensuring all students, regardless of race and class, participate equally in a rigorous course of study that leads to college." To that end, the District has used EOS to help us identify students who are prepared for but being overlooked in AP/IB placements.
7	2.1 **Social Emotional Learning (SEL) ($25,000)**	**Principally directed:** Develop a two-week Social Emotional Learning (SEL) mental health curriculum to be delivered to all 9th grade students through Life Skills and principally directed to unduplicated students. **Effective:** SEL lessons will enhance the current Life Skills curriculum and empower students to establish and maintain positive relationships, make responsible decisions, as well as recognize and manage emotions effectively. As a result,	Acknowledge Alliance in San Francisco, formerly known as the Cleo Eulau Center, provides services to K-12 schools in the areas of lifelong resilience, social emotional wellness and academic success. It's foundation stems from their belief that a child is bound to succeed despite any adversities when he/she has an adult in his/her life that cares for and most importantly believes in him/her. As an organization, they work with schools by providing services in the form of one to one as well as group therapy for students, classroom lessons and presentations, as well as professional development for

		students will feel connected to school, will have a desire to learn and succeed in school. Thus, 9th grade attendance rates will improve and suspensions/expulsion rates will decrease.	educators. Understanding what social emotional learning is, ability to recognize and manage emotions, control behaviors, and understand how behaviors impact others is key in the development of and success of adolescence. Thus, the district will work with Acknowledge Alliance in the development of a two week SEL curriculum consisting of lessons that will foster resiliency, empathy, friendship, communication, problem solving, teamwork, decision making, and more. http://www.acknowledgealliance.org/services/
	2.3 **Kognito Training** **($3,000)**	**Principally directed:** The Kognito's Friend2Friend training will be principally directed to unduplicated students. **Effective:** By introducing Kognito's Friend2Friend training to all 9th grade students through Life Skills, students will build skills through role-playing conversations online. And through those conversations they will: • increase their awareness of mental wellness • be able to identify a peer who might be suffering and/or considering suicide • learn ways as to how to approach friends in need • learn how to refer students for support • be able to decrease stigma and correct misconceptions about mental health disorders • be aware of support and resources available to students	Kognito is a New York City-based simulation company focused on social, emotional, and physical health. Friend2Friend is one of several simulations/programs they offer. They create digital learning experiences for many audiences including educators, students, and parents. Their work is rooted in the science of learning, social cognition, and behavior change with a strong integration of interactive technologies. Its current impact and outreach include over 500 clients in education, government, healthcare, and nonprofit organizations, and over 200,000 users in K-12 education system. Its mission is to empower all individuals to lead real-life conversations that will measurably improve social, emotional, and physical health. Its approach combines the science of learning, the art of conversation, and the power of gaming technology, which is a main reason for which the districts believes it is well received by students. https://kognito.com/
	2.4 **Neuroscience of Addiction (NOA)** **($15,000)**	**Principally directed:** Continue to further develop curriculum on "Neuroscience of Addiction" prevention for use with ninth grade courses and provide support principally directed to unduplicated students. **Effective:** The NOA curriculum was successfully piloted with ~420 students across the district in the fall of 2016. Both pre- and post-surveys were administered, the results of which are compiled in a Qualtrix data analysis program. At each school site, classroom observations and student focus groups were conducted and teacher feedback was elicited. Based on both teacher and student feedback, the curriculum will be further developed and will be offered to between 800-900 students in the 2017-18 school year, both in 9th grade Life Skills classes and to targeted groups of	The SUHSD California Healthy Kids Survey data from 2014-15 shows that current alcohol or drug use is 20% in grade 9, 39% in grade 11, and 56% with non-traditional students (which includes some of our unduplicated students). Given this data, in combination with the Student Needs Assessment Survey data from Sequoia High School, our district wants to ensure that students are receiving impactful Alcohol, Tobacco, and Other Drug (ATOD) prevention education, and in particular that we are focused on reaching our unduplicated students. The Neuroscience of Addiction (NOA) prevention curriculum is based on Dr. Alex Stalcup's original curriculum, which has been approved by the California Healthy Kids Resource Library. The prevention program is an in-classroom curriculum, five days, 50 minutes per day. Based on teacher feedback, plans for 2017-18 include expanding the program to six days. Data collection and evaluation has been critical for the pilot

		unduplicated students. Teachers and staff will receive professional development training in the fall.	(e.g. student pre/post-surveys, classroom observations, teacher surveys, and student focus groups), and will require continued funding in 2017-18. Allocation of funding for video and program enhancements will be required, as well as for ongoing teacher PD and the annual distribution of teacher and student binders. Additional plans for 2017-18 include a parent education component, including a version for Spanish-speaking parents/guardians, and a middle school outreach program for at-risk students that will be led by high school peer educators.
	2.5 Parent Outreach ($10,000)	**Principally directed:** Parent outreach efforts will be principally directed to unduplicated students. **Effective:** Establishing a plan of action for parent outreach that is focused on and strategically targeting parents of "at-risk" and/or unduplicated students will enable the SAAP and District Parent Coordinators to align their efforts and reach more parents. It will also result in an increase of parents of such groups participating in school/district events such as Back to School Night, Parent Project, and/or other informational family events. In addition, it will increase participation of unduplicated students in afterschool programs, tutoring services, and/or clubs.	In the National Education Association's 2002 *Research Spotlight on Parental Involvement in Education* they found that "regardless of family income or background, students with involved parents are more likely to: • Earn higher grades and test scores, and enroll in higher-level programs • Be promoted, pass their classes, and earn credits • Attend school regularly • Have better social skills, show improved behavior, and adapt well to school • Graduate and go on to postsecondary education" The District's Parent Outreach work is a response to these findings, empowering hundreds of parents each year to be involved in their student's school.
	3.1 Compass Summer Program ($100,000)	**Principally directed:** The services available through the district's summer program, Compass, while designed for all incoming 9th graders who qualify, are principally directed to unduplicated students. **Effective:** The Compass program is designed to assist incoming 9th grade students with their transition into high school. It is a four week program that provides incoming 9th grade students with an opportunity to familiarize themselves with the high school campus, as well as take enrichment or intervention classes that will prepare them for the 9th grade. This will support the district's goal to increase the percent of students earning 30+ credits at the end of the first semester and 60+ credits by the end of the 9th grade school year.	William Whittaker writes in his 2016 Hechinger article *Summer Learning Loss Widens the Achievement Gap:* "Most students celebrate being out of school for the summer, but hitting pause on learning and structure for just a few months can have big consequences. Evidence shows that high-quality summer learning programs set students up for success in school, in college, and in life. This is especially true for low–income, minority students." The District's Compass program works to provide high-quality summer learning programs for our most at-risk incoming students.
	3.3	**Principally directed:** Summer school offerings are	In their 2009 *Summer Learning: Moving from the Periphery to the*

	Summer School ($503,816)	principally directed to unduplicated students. **Effective:** By continuing to provide summer school, students in need to recover credits, advance in content courses, and/or improve their grade in A-G courses have an opportunity to do so. This will increase the percent of students on track to graduation, meeting A-G requirements, and/or accelerating their path to postsecondary education.	*Core*, B. McLaughlin and J. Smink find, "Summer learning loss is cumulative and it accounts for more than one-half of the achievement gap between lower and higher income students." For both remediation and advancement, the District uses summer school to halt summer learning loss.
	3.4 SAAP Coordinators ($525,600)	**Principally directed:** The Student Aspirations Advocate Program Coordinator will work with and provide support to principally directed 9th and 10th grade unduplicated students identified for the program. **Effective:** By continuing to fund and support the SAAP program at each of the comprehensive sites, the percent of students meeting and achieving a minimum of a 2.0 GPA, obtaining 60+ and 120+ credits at the end of their 9th or 10th grade will increase. In addition, the attendance rates will increase while suspension/expulsion rates will decrease.	In their 2000 article *The Potential Role of an Adult Mentor in Influencing High-Risk Behaviors in Adolescents*, researchers Sharon R. Beier, MD; Walter D. Rosenfeld, MD; Kenneth C. Spitalny, MD concluded that "Adolescents with mentors were significantly less likely to participate in 4 of the 5 measured risk behaviors: ever carrying a weapon (odds ratio, 0.41; $P{\leq}.01$), illicit drug use in the past 30 days (odds ratio, 0.44; $P{\leq}.01$), smoking more than 5 cigarettes per day (odds ratio, 0.54; $P{\leq}.05$), and sex with more than 1 partner in the past 6 months (odds ratio, 0.56; $P{\leq}.05$)." SAAP Coordinators work to produce similar results (as well as academic guidance) for our most at-risk students.
	3.5 Independent Studies ($250,000)	**Principally directed:** The independent studies teachers will provide support to principally directed students for whom the traditional high school setting has not meet their needs. **Effective:** By providing the option of Independent Studies, students who struggle in a large comprehensive high school setting and/or need one-to-one sessions with a highly qualified teacher will have the opportunity to apply and enroll in such a program, thus increasing their chances at meeting graduation requirements. This will increase the graduation rates as well as the A-G completion rates. For some students, it will accelerate their path to a post-secondary education.	For some students who cannot attend traditional school, independent study is viable option. The District's independent study program has provided a home for many students. Their graduation and college attrition rates are high, and the District believes that is because we have adhered to the California Education Department's guidelines, listed on their website as *Elements of Exemplary Independent Study:* 1. "Local education agency (LEA) support 2. Teacher quality. Independent study teachers meet at least the same professional requirements as classroom-based teachers. 3. Student admission to, and support in, independent study. Schools appropriately assess each student's potential to be successful in independent study. 4. Standards-aligned curriculum and materials. Courses and materials are aligned to state content standards, and textbooks are those most recently adopted by the State Board of Education or, in the case of high school, by the LEA. 5. Assessment of student academic achievement. Teachers and administrators understand that assessment is an integral, vital element in educational delivery. As part of the ongoing assessment of student achievement by highly

			qualified and committed teachers, a student-level data system is utilized, and student academic progress and achievement are frequently assessed.
			6. School leadership. The school principal is knowledgeable about independent study and is effective in maintaining support for independent study as a valued and high quality option within the LEA.
			7. The school culture is positive and supportive and contributes to student achievement.
			8. The school is accredited through WASC.
			9. The school's courses have been approved to meet the University of California and California State University's A-G subject requirements.
			10. If not all courses can be offered through independent study, provision is made for students to take needed classes through other means, including in the classroom at the comprehensive schools, at community colleges, or through online learning.
			11. It is a legally compliant program"
	3.6 Acknowledge Alliance ($57,000)	**Principally directed:** Acknowledge Alliance will provide counseling services principally directed to unduplicated students facing adversity, transitioning back to public education from Court and Community Schools. **Effective:** By partnering with Acknowledge Alliance, all students transitioning from Court and Community Schools back into one of the district's comprehensive or continuation high school will receive counseling services. The teens will then gain insight on how their experiences affect their feelings, thoughts, and hence their behavior. They will also learn how to manage and respond to their emotions, become empowered to advocate for themselves, and how to do it properly. The counseling and support systems will also allow teens to learn coping skills, to overcome adversity, and to work around obstacles that might keep them from achieving graduation. The teens will feel connected to school, will have compassion for themselves, and will have hope for a new and bright future.	Acknowledge Alliance has been providing services to schools and districts in the San Francisco area since 1994. Its purpose is to build school connectedness and positive relationships between students and educators, and its mission is to *"promote the lifelong resilience in children and youth by strengthening the caring capacity of the adults who influence their lives".* http://www.acknowledgealliance.org/about *Acknowledge Alliance helps at-risk teens who are expelled from their public school and are attending Court and Community Schools. They help the students by providing counseling service while in such school, as well as when they transition back to their public school. In addition, they provide resources on campus.* *In 2016, Acknowledge Alliance worked with over 300 students in 20 schools and eight districts, one of which was the Sequoia Union High School District. It recorded over 2900 hours in individual counseling sessions and another 1000 in group sessions.* *For all the above reasons, SUHSD continues to partner with Acknowledge Alliance.*
	3.7	**Principally directed:** Adult School offerings will provide	With many adult immigrants in our community, continued education

| Adult School ($20,000) | principally directed support to unduplicated students concurrently enrolled in one of our comprehensive high schools in need of recovering credits in specific content courses or looking for different means to obtain a high school diploma.

Effective: Providing different means of receiving a high school diploma as well as recovering credits for meeting graduation requirements is essential for success for whom the traditional educational system is not proving to be 100% successful. Concurrent enrollment in Adult School will increase the number of students recovering content course credits and meeting graduation requirements. In addition, providing Adult School as an option will ensure students, whose needs are not being met through a comprehensive high school, continue their education and succeed at obtaining a high school diploma. | in the form of Adult School is an especially important offering for our District to provide. The caliber of Adult School that we offer is outlined in Carolyn Young's 2013 article *Five Critical Elements of Any Adult Education Program:*
1. "Institutional Commitment
2. Program Relevance and Diversity
3. Excellence in Educational Experience
4. Partnerships
5. Accessibility"
These fundamental components are embraced by our District. |

Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
>
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
>
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
>
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
   A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
   A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b. Mathematics – CCSS for Mathematics
      c. English Language Development (ELD)
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
   B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
   A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B. How the school district will promote parental participation in programs for unduplicated pupils; and
   C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
   A. Statewide assessments;
   B. The Academic Performance Index;
   C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E. The English learner reclassification rate;
   F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
   A. School attendance rates;
   B. Chronic absenteeism rates;
   C. Middle school dropout rates;
   D. High school dropout rates; and
   E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

    (2) The total number of cohort members.

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

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

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

    (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code.* Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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