

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

Contact Name and Title

Email and Phone

San Mateo Union High School
District

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Superintendent

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2017-20 Plan Summary

The Story

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

The San Mateo Union High School District (SMUHSD) serves the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno in the heart of the Bay Area's Peninsula. The SMUHSD, since its inception in 1902, has helped 132,000 teens walk the momentous stage of graduation, leaving these young people prepared for college and career. Through six comprehensive high schools, a credit recovery school, a middle college program, and an adult school, the SMUHSD serves approximately 9,000 students and the SMUHSD grows in enrollment every year.

Our students come from all walks of life, backgrounds and abilities, and the SMUHSD ensures all receive the best possible education. We do this by treating the whole student – from emotional wellness to academic achievement – and ensuring that each student has the options, classes, guidance and overall support needed to have a fulfilling four year high school experience. We achieve the highest standard of education and care for our students through employing high caliber teachers who are passionate about education, administrative team members who are true leaders, and a highly professional “behind the scenes” support team staff that ensures the smooth operation of all of our schools.

Our accomplished record of ensuring an excellent education for our community's teens is in no small part due to our extended District family of dedicated parents who care deeply for all of our students, city agencies and non-profits who are invested in making sure our community's teens receive a top notch education, and business partners who are committed to ensuring our students have the resources they need to afford college.

And all of these team and community members are in part guided by the Local Control and Accountability Plan (LCAP). This document helps to guide our mission of providing an excellent

education for a better future. It is one of our key “roadmaps.” It serves to keep each and every one of the District and school team members focused on why we exist – to ensure that every student – no matter where they are from, what language they speak, their level of abilities, how much resources they have or even if they have a home – are treated with dignity and respect, and that each student receives equal treatment and an equal chance at receiving an excellent education for an opportunity to live a bright future.

LCAP Highlights

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

The current LCAP continues to have the same three overarching goals that were developed in the 2015-16 school year. The core work of the district to provide high quality teaching and learning environments, highly skilled staff, and an effective set of academic and social-emotional supports and interventions for students (and engagement opportunities for their families) also continues. The key investments for next year are:

Goal #1 - Continued staff professional learning on:

- Strategies to support Long Term EL’s and all students in reaching college/career language & literacy readiness
- The transition to the District’s new Learning Management System (Canvas) and reinvigorated use of the Student Information System (Aeries) for communication with all stakeholders
- Social Emotional Learning and Cultural Responsiveness

Goal #2 - Continued high-quality instructional programs and support structures including:

- Continued refinement and implementation of Multi-tiered System of Support (MTSS) for all students so that academic support/intervention is effectively administered to all students when/if they need it
- New instructional resources for students - implementation of new courses of study and aligned instructional materials that will lead to new common assessments across the core academic subjects
- Effective integration of 21st Century learning tools (technology) and competencies with a new investment in Chromebooks for all Ninth Grade core courses
- Continued refinement of intervention classes/structures (both academic and social-emotional) & norming of School Counseling practice in line with ongoing implementation of Multi-Tiered System of Support Initiative

Goal #3 - Continued implementation and refinement of the SMUHSD Mental Health Initiative & strategies to effectively engage parents/guardians:

- Continued refinement and implementation of Multi-tiered System of Support (MTSS) for all students so that social-emotional support/intervention is effectively administered to all students when/if they need it
- Continued refinement of a common/baseline of social-emotional learning and support for ALL students at all school sites
- Provision of high quality mental health resources at each school site
- Continued implementation of high-quality family engagement staff and resources at all school sites - targeting the needs of the families of historically under-served students

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

The “Annual Update” contained within this LCAP indicates that while the district continues to generally out-perform other high school districts in the state and region, and that it has made some headway on its Achievement/Outcome Gaps, many of the gaps persist and will require continued vigilance to redress our inequitable outcomes. The SMUHSD has continued to provide a high-quality instructional and wellness program to all students and to leverage its local, Federal and Supplemental resources to provide services above and beyond its base program to our "unduplicated pupils" (we refer to these students as our Historically Underserved Groups of Students [HUGS]). These support investments utilizing "Supplemental" resources have included intervention courses, after school tutoring and other innovative options for student academic support that have begun to yield improvements in the achievement of our HUGS. In addition to these investments, the District has leveraged its "Supplemental" resources to provide high-quality Family Engagement Coordinators to support the families of our HUGS. Here are the broad analyses that have emerged from our review of the data in 2017-18 (by Goal):

Goal #1:

- Basic Services - Met state expectations
- 100% of sites reported good/excellent on 2017-18 FIT Reports
- 100% of sites reported sufficient instructional materials on 2017 Williams Report
- 100% of teachers with appropriate credentials & Highly Qualified
- Implementation of CA Standards - Met state expectations
- The District has found that 92% of syllabi make explicit reference to the state standards in the scope and sequence/outcomes described in the syllabi. As new courses of study are approved in English-Language Arts and Social Science and the Next Generation Science Standards are fully implemented, we anticipate this will move to 100% in 2018-2020
- Parent Engagement - Met state expectations
- Healthy Kids Survey administered and reviewed/analyzed
- School Climate - Met state expectations
- Healthy Kids Survey administered and reviewed/analyzed
- College and Career Indicator baseline outcomes established:
- SMUHSD exceeds state averages
- Most students “prepared” via A-G readiness
- Significant gaps in performance among student groups
- Wellness/Healthy Kids Survey Data:
- 2017 - All grade levels surveyed (only 9/11 in ‘15-’16)
- Large decline in student-reported use of alcohol/drugs (25%) - positive
- Decline in student sense of “connectedness” & increase in sadness - both are regressions from ‘15-’16

Goal #2:

- Achievement strong for many students - across all metrics
- Persistent predictable gaps in achievement
- Decrease in CAASPP results in most schools in 2017 - especially in mathematics
- Long-term EL's continue to struggle with Academic English and therefore struggle with success in content classes
- Targets established for all schools across all metrics
- There is a need to monitor and support Homeless students' Graduation Rates

Goal #3:

- The District met or exceeding state averages on state-wide wellness/engagement metrics, but sub-group gaps persist
- Overall absenteeism is persistently low, but chronic absenteeism is up somewhat
- Flat data over three years in "days lost to suspension" between 2014-15 and 16-17
- Continued very low numbers of expulsions
- There is a need to monitor and support Homeless students' Suspension/Expulsion Rates

The District is particularly proud of the following improvements this year that have been brought about, we believe, as a consequence of a complex web of these supports (that start with the relationships and high-quality instruction that our students receive in our classrooms):

- Overall, 94% of 12th Graders (class of 2017) graduated (an increase of 1%).
- The District improved its rates of 10th Grade students (class of 2020) on track for being A-G Eligible (94%) and increased these rates among EL's and Socioeconomically Disadvantaged students.
- 9th Grade student success in Algebra I and English I overall was high across the district with 88% of students earning a C- or better in English I and 83% in Algebra I. While the rate of Algebra I success still has room for growth, we saw a particularly strong improvement at SMHS this year in first semester Algebra I success, which should be a harbinger of future student success in mathematics.
- Districtwide, The numbers of days that students missed due to suspension decreased significantly from an overall number of 1005 in 2015-16 to 890 in 2017-18 and student reported use of drugs/alcohol (on the CA Healthy Kids Survey) decreased significantly across all schools and grade levels when we compared 2015-16 survey results to those of the administration this year.

Meanwhile, all of the comprehensive school sites have now established a set of LCAP-aligned improvement metrics in their Single Plan for Student Achievement. This occurred as a consequence of all of the comprehensive sites participation in their sexennial WASC accreditation process during the 2017-18 academic year. While each school is addressing unique areas of need, the LCAP Goals now deeply inform the outcomes that they are each working to achieve.

Based on the outcomes achieved and the site-based "self-studies" that each of the school sites conducted this year, the District has opted to continue to shore-up its MTSS process overall as well as to invest in an Innovation Fund focused on improving math and literacy outcomes among the District's HUGS. More details about these efforts are identified in the Goals/Actions/Services section of the 2018-21 LCAP.

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

The CA State Board of Education, in collaboration with the CA Department of Education developed and implemented a new LCAP-aligned reporting website during the 2016-17 school year called the CA Dashboard (<https://www.caschooldashboard.org/#/Home>). This new website reports data about district and school progress in relation to the 10 state indicators (6 State-level and 4 local-level indicators). The following areas were deemed in serious need of improvement (as being designated either "orange" or "red") on the CA Dashboard in the fall of 2017:

- Suspension Rate:
- English Learners (1,021 students) maintained their "high" suspension rate status of 8.3% [an increase of 2.3%] - this is an "orange" designation
- Homeless Students (32 students) increased by 16.4% and as a consequence moved into the "red" designation on the CA Dashboard (25% overall)
- Socioeconomically Disadvantaged students (2,043 students) increased by 1% and as a consequence moved into the "orange" designation on the CA Dashboard (7.5% overall)
- Students with Disabilities (952 students) increased by 1.9%% and as a consequence moved into the "red" designation on the CA Dashboard (9.1% overall)
- Hispanic/Latino Students (2,901 students) increased by 1% and as a consequence moved into the "orange" designation on the CA Dashboard (6.4% overall)
- Pacific Islander Students (223 students) decreased by .1% and as a consequence stayed in the "orange" designation on the CA Dashboard (6.7% overall)
- English Learner Progress
- English Learner progress declined by -2.1% to 82.5% which was a yellow designation on the CA Dashboard
- Graduation Rate:
- All Students: the rate was 90.9% and that was a decline by -2.8% ("yellow" designation on the CA Dashboard)
- English Learners (288 students) declined by 13.7% and was reported at 71.2% for 2016-17 which is a "red" designation on the CA Dashboard
- Homeless students (49 students) declined by 8.9% and was reported at 75.5% for 2016-17 which is a "red" designation on the CA Dashboard
- Socioeconomically Disadvantaged (613 students) declined by 8.7% and was reported at 71.2% for 2016-17 which is a "red" designation on the CA Dashboard
- Students with Disabilities (236 students) declined by 5% and was reported at 73.7% for 2016-17 which is an "orange" designation on the CA Dashboard
- Latino/Hispanic (581 students) declined by 6.2% and was reported at 82.8% for 2016-17 which is a "red" designation on the CA Dashboard
- Chronic Absenteeism:
- While the state established baseline data for Chronic Absenteeism (the rate was 9.3% overall) there were significant gaps in performance for the following groups of students (with 30 or more in the cohort):
- English Learners (178 students) had a chronic absenteeism rate of 17.3%
- Socioeconomically Disadvantaged Students (362 students) had a rate of 17.1%
- Students with Disabilities (218 students) had a rate of 21.2%
- Hispanic/Latino Students (423 students) had a rate of 14.2%
- Pacific Islander Students (36 students) had a rate of 16%

- College and Career Indicator (CCI):
- While the State established baseline data for the CCI (60.3% of students were deemed "prepared"), there were significant gaps in performance for the following groups of students:
- English Learners (281 Students), 22.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Homeless Students (48 students), 27.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Socioeconomically Disadvantaged (603 students), 33.8% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Students with Disabilities (214 students), 10.7% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- African American Students (22 students), 22.2%% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Hispanic/Latino Students (573 students), 33.5% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Pacific Islander Students (47 students), 21.3% were "prepared" - That was designated as a "Low" level of preparedness by CDE

The District has had this year (and will going forward) a focus on Homeless students as it has been identified as being in need of Organizational Intervention ("Differentiated Assistance") by the CDE since Homeless students did not meet their improvement targets in both the area of Graduation Rate and Suspension Rate. The District met with staff from the SM County Office of Education on four occasions during the winter/spring 2017/2018 (Dec. 21, 2017; Jan. 16, 2018; Jan. 29, 2018 and Feb. 20, 2018) March to review the data and relevant best practices related to better addressing the needs of Homeless students in the District. This inquiry resulted in the District identifying (going forward) strategies for accurately identifying and intervening earlier with Homeless students in the District - even beyond their status as "homeless," since that situation is a trauma that will continue with students well beyond the moment at which they gain housing again.

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

As indicated in the previous section, the CA Dashboard indicated the following performance gaps in the fall of 2017:

- Suspension Rate:
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The District will continue working on redressing these performance gaps through implementation of the following specific programs:

- Continued implementation of a Multi-tiered System of Support for all students - both for student academic and social-emotional needs
- District-wide implementation of instructional best practices intended to address the language

and literacy needs of English Learners in core subject matter courses

- Continued implementation of the Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes
- Continue to provide English Language Development to students learning English - both in integrated and designated settings
- Continued implementation and expansion of the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.
- Continued to implementation of the the On-Site Credit Recovery (OSCR Program).
- Continued provision of the Compass learning platform for student credit recovery (used in OSCR and Summer School)
- Continued provision of the Summer School Credit Recovery Program.
- Continued provision of Transitional 9th, Sheltered and Math support classes for students with Significantly Interrupted Formal Education ("SIFE Math" for English Learners).
- Continued implementation of new Bridge Program (to Adult School) for 17-18 year old students who are credit-deficient
- Continued provision of EL Specialists at all school sites to support and monitor the academic needs/progress of EL's
- Continued provision of after school tutoring options for students in need
- Continued provision of programs for mental health support, social worker interns, Family Engagement Coordinators for family engagement

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.

Increased or Improved services

The most significant ways that the district is increasing/improving services for our historically-underserved ("unduplicated") students is as follows:

- Continued construction and implementation of a Multi-tiered System of Support whereby student needs are identified early and interventions are implemented and monitored as needed.
- Continued support (via teacher professional development and continuous improvement activities in subject-specific professional learning communities) for the explicit teaching of best practices related to meeting the language and literacy development needs of historically underserved ("unduplicated") students.
- Continued implementation of a combination of flexible and Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies and other support structures/classes at all sites.
- Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.
- Continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of EL's
- Continue to provide after school tutoring options that target our students in need.
- Continue to provide Family Engagement coordinators whose explicit function is to support

the needs of parents/guardians/family members who support our historically underserved student populations.

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	\$165,839,926
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$134,323,821.00

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.

The General Fund expenditures not shown in the LCAP are general administrative costs of approximately \$8 million. These costs are not part of the core teaching and learning elements of the SMUHSD that are the focus of this 2018-20 LCAP. General administration costs mainly include salaries and benefits of business office staff, human resources, maintenance and operations, superintendent's office staff, and other non-instructional personnel services.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$142,488,717

Annual Update

LCAP Year Reviewed: **2017-18**

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

SMUHSD will provide high quality teaching and learning environments to all students by:

- Providing 21st Century facilities & learning tools (digital and analog) to all students
- Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development
- Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEA Plan 1a,1b; 3; 5a,5b

Annual Measurable Outcomes

Expected

Metric/Indicator

A. High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as "good or excellent" on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education. (Basics)

Actual

A. The District continued to invest in and deliver high quality facilities.
2016-17 Data:

SCHOOL:	2017 FIT REPORT:	2017
INSTRUCTIONAL MATERIALS REPORT:		
Aragon High School - Materials"	"Good"	"Sufficient Instructional
Burlingame High School Instructional Materials"	"Exemplary"	"Sufficient
Capuchino High School Instructional Materials"	"Exemplary"	"Sufficient
Hillsdale High School	"Good"	"Sufficient

Expected

17-18

A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.

Baseline

A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.

Metric/Indicator

B. Highly Qualified Teachers: The percentage of teachers designated as "highly qualified" (fully credentialed in their subject area) will be maintained at 100% as indicated by district internal monitoring regime.

17-18

B. Highly Qualified Teachers: The percentage of teachers designated as "highly qualified" will be maintained at 100% as indicated by district internal monitoring regime.

Baseline

B. Highly Qualified Teachers: 95.4% of Teachers were "Highly Qualified in 2016-17

Metric/Indicator

C. Certificated Staff Diversity: The district will work to ensure that the District's faculty diversity reflects the demographics of the district.

17-18

C. Certificated Staff Diversity: The District will increase by 3% the number of non-White/Multiple race faculty in 2017-18 so that 27.8% of the faculty are non-White/Multiple race at the beginning of the 2018-19

Baseline

C. Certificated Staff Diversity: Currently 75.2% of SMUHSD Certificated faculty are White, while 24.8 are Non-White/Multiple Race.

Metric/Indicator

D. Student access to and enrollment in rigorous course-work: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Actual

Instructional Materials"

Mills High School

"Good"

"Sufficient

Instructional Materials"

Peninsula High School

"Good"

"Sufficient

Instructional Materials"

San Mateo High School

"Exemplary"

"Sufficient

Instructional Materials"

The District continued to hire highly qualified staff and continues to support them with high-quality Professional development.

District Percentage of Highly Qualified Teachers in 2017-18 = 100%.
(Exclusions - Home/Hospital Teachers who work across content areas).

The District made some headway in improving its staff diversity. The District met its target on this metric:

District Staff Total = 518 Staff members in 2017-18

Non-white District staff/Multiple Race faculty is 27.8% in 2017-18

The District data indicates a slight diminution in AP/IB participation rates overall, but there are increases in the EL Not in ELD, Long-Term English Learners and Homeless/Foster-Youth populations. Data about student subgroups can be found at the end of the LCAP.

Student access to and enrollment in rigorous course-work:11th/12th Graders

Expected

- AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders by 10%

17-18

D. Student access to and enrollment in rigorous course-work. The District will increase 11th/12th grade student enrollment as follows (2015-16):

- 3% overall
- 7% for EL's in ELD
- 7% of EL's not in ELD
- 3% of Reclassified EL's
- 7% of Low Income
- 7% of Foster Youth
- 7% Latino
- 7% Pacific Islander

Baseline

D. Student access to and enrollment in rigorous course-work: 11th/12th Graders enrolled in at least one AP/IB Course (2016-17):

- 44% overall
- 2% of EL's in ELD
- 9% of EL's not in ELD
- 44% of Reclassified EL's
- 24% of Low Income
- 10% of Foster Youth
- 23% Latino
- 22% Pacific Islander

Metric/Indicator

E. Implementation of state standards: The district will ensure that ALL students have access to the CA Standards through an annual audit of classroom syllabi and the alignment of those syllabi to state standards in the respective content area.

17-18

E. Implementation of state standards: The district will establish a growth target (if not at 100%) during the 2017-18 school year of standards implementation via an (annual) audit of classroom syllabi.

Actual

enrolled in at least one AP/IB Course (2017-18):

Overall = 60.9%

EL's in ELD = 2.2%

EL's not in ELD = 17.1%

Reclassified EL students = 61.2%

Low Income = 39.9%

Foster Youth = 17.4%

Latino = 40.3%

Pacific Islander = 26.0%

As reported on the CA Dashboard, the District met this indicator: "The District conducted a syllabus inventory in the fall of 2017. All seven school sites uploaded their respective course syllabi into a shared file and the District office reviewed these syllabi for their stated alignment to the respective standards for each class. It was found that 92% of syllabi articulated an alignment to the CA Standards in each of the core areas. As new courses of study are approved in English-Language Arts and Social Science (during the 2017-18 school year) and the Next Generation Science Standards are fully implemented, we anticipate this will improve to 100% in 2018-19 and beyond."

Expected

Baseline

E. Implementation of state standards: The district will establish a baseline during the 2017-18 school year of standards implementation via an (annual) audit of classroom syllabi.

Metric/Indicator

F. Ensuring all students are College and Career Ready: The district will set targets in 2017-18 for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders) meeting the "prepared" level on CA's new College and Career Readiness Indicator. What follows is a summary of the elements of this indicator:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment (200+ level course) with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria:
- CTE Pathway completion
- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) Passing score on one AP Exam OR on one IB Exam

17-18

F. The District will set a growth target for the College and Career Readiness metric during 2017-18, in line with that set by the California Department of Education - in consultation with the CA State Board of Education.

Baseline

F. Ensuring all students are College and Career Ready: The District will set a baseline (and growth goals) for this College and Career Readiness metric

Actual

The District will continue to monitor the new CCI and will set targets for increasing the percentage of students "prepared" overall and among key student subgroups during the fall of 2018 when the state establishes new benchmarks for this new measure.

California Student Dashboard College/Career Indicator (2015-16) overall outcomes:

Prepared = 60.3%

Approaching Prepared = 14.2%

Not Prepared = 25.5%

Expected

during 2017-18, in line with that set by the California Department of Education - in consultation with the CA State Board of Education. This will include a metric for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders). While the state has not yet produced disaggregated reports, the current district-wide baseline for all students in the graduating class of 2014 (1969 students in total) is as follows:

Prepared = 52.9%

Approaching Prepared = 16.2%

Percentage of Students "Not Prepared = 31%

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. The district provides a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes: A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs. Page 63 of 143 B. High quality counseling staff that provide high quality counseling services to all students. C. High quality classified staff that provide support for the operation of	The District implemented a base program that included: 1A - A highly-qualified certificated staff (not including SPED Staff) 1B - High quality Guidance Counseling Staff 1C - High quality classified staff - NOT including SPED Staff. 1D. Benefits to all staff, not including SPED Staff. 1E. High quality instructional materials for all students. 1F & 1G - Services and other Operating Expenditures (not	1A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6). 1000-1999: Certificated Personnel Salaries Base \$47,295,810.28 1B. High quality Guidance Counseling staff (over 2018-19) [included in the budget for Certificated personnel above] \$0.00 1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6). 2000-2999: Classified Personnel	1A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6). 1000-1999: Certificated Personnel Salaries Base \$53,183,891 1B. High quality Guidance Counseling staff (over 2018-19) [included in the budget for Certificated personnel above] \$0.00 1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6). 2000-2999: Classified Personnel

the district.
D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff.
E. High Quality Instructional Materials are provided to every student, including a comprehensive, research based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient.
F. The district provides an array of Services and Other Operating Expenditures to ensure the efficient operation of the district on a day-to-day basis.
G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.

including those provided for SPED) including those expended on Technology.

Salaries Base \$16,489,748.40

1D. The provision of employee benefits to all staff, NOT including SPED staff. 3000-3999: Employee Benefits Base \$22,480,877.66

1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 4000-4999: Books And Supplies Base \$4,537,734.00

1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 5000-5999: Services And Other Operating Expenditures Base \$7,683,670.45

1G. District Technology Infrastructure. Included in the overall budgeted expenditures above. \$0.00

Salaries Base \$18,443,089

1D. The provision of employee benefits to all staff, NOT including SPED staff. 3000-3999: Employee Benefits Base \$26,202,329

1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 4000-4999: Books And Supplies Base \$4,030,113

1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 5000-5999: Services And Other Operating Expenditures Base \$7,268,220

1G. District Technology Infrastructure. Included in the overall budgeted expenditures above. \$0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B): A. Trainings will be provided for all site administrators and district/site Curriculum Coordinators on elements of SMUHSD Instructional	2. The District implemented the professional development program identified in the 2017-20 LCAP as intended. The included the following: A. The District provided PD on the various elements of the District's	2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base \$15,000 2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$5,000	2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base \$15,000 2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$5,000

Framework (and then similar trainings to be conducted when/where relevant to departments). This includes explicit training on the Constructing Meaning strategies for supporting all students, but especially EL's and LTEL's with the rigorous listening/speaking and reading/writing demands of the CA Standards. What follows is a summary of the topics to be addressed:

- Instructional Framework & General PD foci for all teachers:
- Strategies to support Long Term EL's and all students in reaching college/career language & literacy readiness (Constructing Meaning)
- Transition to new Learning Management System (LMS - Canvas)
- Framework/Materials/ Courses of Study development
- Social Emotional Learning support for students in the classroom (Kognito and more) &/or Culturally Responsive Teaching Training
- Guidance Counselor norming and training on referral consistency/best practices, including training how to use the Student Information System to monitor and implement appropriate

instructional priorities outlined in the 2017-20 LCAP. Specifically, the district conducted formal trainings on Constructing Meaning, Digital Literacy (training on the new Learning Management System) and on subject-specific issues related to each subject areas respective subject areas's curriculum framework. The District continued to roll-out and train teachers on new the LMS (Canvas). The highlight of these trainings was a day-long training on Feb. 5, 2018 (District-wide PD Day) whereby teachers were trained on the "Foundational Skills" of Canvas. In addition, teachers were provided with various site-based trainings throughout the spring of 2018 in preparation for District-wide roll out of the LMS in the fall of 2018. In addition, site-based PD continued on issues related to Cultural Responsiveness. Finally, many staff (over half) were also trained by the Pride Center throughout the spring on raising/extending their awareness of issues related to the needs and concerns of LGBTQ+ students. The District also leverage its MTSS Coordinator to provide training to School Counselors as indicated. Finally, the District also provided training to staff on the Student Information System as needed.

B. The District continued to support and refine its data-driven Cycles of Inquiry (COI) by infusing that work

2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). 1000-1999: Certificated Personnel Salaries \$0.00

2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000

2E. District and Site PD Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). 1000-1999: Certificated Personnel Salaries Base \$0.00

2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$100,000

2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). 1000-1999: Certificated Personnel Salaries

2D. New Teacher Professional Development [Goal: 1723] 5000-5999: Services And Other Operating Expenditures Base \$109,000

2E. District and Site PD Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). 1000-1999: Certificated Personnel Salaries Base

2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$64,028

interventions

- Continued training on how to communicate about and manage student intervention in the Student Information System (Aeries)

B. Continue to provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites.

C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 160-185 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2018, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program.

D. Continue implementation of the "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program.

E. Continue to provide and support Professional Development Coordinators at the district and site levels.

more directly into the Professional Learning Communities at each school site. This work was embedded in the WASC self-study process throughout the year and it was determined that at a number of sites, work continues to be needed to improve the intervention and support elements of the COI. That is work that will continue in 2018-19.

C. The District implemented its teacher Instructional Coach program as intended. This included the coaching of over 160 teachers across the District. In addition, the ongoing process of supporting and calibrating the IC's also continued successfully.

D. I. The District implemented the new teacher program very successfully. Under the leadership of Michele Fichera (District PD Coordinator), our new teachers were well-inducted into the District's instructional norms and over 90% of new teachers will be retained going into their second year in the District.

E. The District Implemented its PD Coordinators. These staff provided high-quality PD and subject-specific staff successfully facilitated the revision of Courses of Study in Social Science (reo reflect the new adherence to the new SS Curriculum Framework) and English (Freshman - Senior English) to reflect the new

F. Support four district-wide professional development Days (student release):

- Monday, August 14, 2017: School site priorities focused - WASC (all day)
- Monday, February 5, 2018: Curriculum Councils/Departments (all day)
- Tuesday, February 6, 2018: School site priorities focused (all day)
- Monday, April 23, 2018: District-wide Teaching and Learning Academy (all day)

ELA/ELD Framework as well as an updated set of themes. Additionally the District facilitated revision to Courses of Study in Career Technical Education.

F. The District implemented four PD Days throughout the year. Two were site-led (August and October) and focused on the WASC self-study and planning process. The April date was changed and situated in October as that was determined to be a better day for such a training. The District then hosted two PD Days in Feb. However, only one was focused on Council/Department work as it was determined that teachers would be better served to learn about the Canvas (LMS) transition in School teams - this was completed on Feb. 5, 2018. Curriculum Councils (subject matter departments) did have a day to engage in PD on Feb. 6, 2018.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Implement the SMUHSD Classified Professional Development Plan:</p> <p>A. Training for all district classified staff at 2 professional development days:</p> <ul style="list-style-type: none"> • August 14/15, 2017 	<p>The District implemented the Classified PD Days in August and February 2018 (not April, as had been the original plan). Classified staff met in both role-alike configurations and by departments to review policies and procedures as well as to learn new information about their respective roles.</p>	<p>3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$251,087</p>	<p>3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$72,168</p>

- April 23, 2018

Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. Implement the SMUHSD Instructional Technology plan:</p> <p>A. Continue to support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (23 New Carts in 2017-18) & purchase new laptops for faculty at HHS; AHS and SMHS.</p> <p>B. Continue pilot implementation of new Learning Management System (LMS - Canvas). Pilot LMS with 80-100 teachers. Also begin transition and training for all staff on use of Student Information System (SIS-Aeries) for tracking, documenting and monitoring interventions. Provide PD for all certificated staff on the two new systems.</p> <p>C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.</p>	<p>The District continued implementation of the plan.</p> <p>4A. The District purchased and allocated the Chromebook carts identified (23).</p> <p>4B. The District piloted with over 100 teachers, the new LMS (Canvas). In addition, the District provided Canvas "Foundational Skills" training to all teachers on Feb. 5th at the District-wide PD Day.</p> <p>4C. In addition, the District provided PD on the new programs and provided 0.8 FTE for a District Instructional Tech Coordinator and 0.4 FTE Instructional Technology Coordinators at each comprehensive site (and 0.2 FTE at PHS).</p>	<p>4A. Computer Carts (23 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Lottery \$215,000</p> <p>4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base \$50,000</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1) Base \$0.00</p>	<p>4A. Computer Carts (23 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Lottery \$199,920</p> <p>4B. LMS Licenses [Goal: 1801] 5000-5999: Services And Other Operating Expenditures Base \$26,361</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1) Base \$0.00</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students.	5. The District provided transportation for students in need and ensured that all student who were eligible received these resources.	5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000	5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental \$17,468

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to unduplicated students and their families.	6. The District provided high-quality counselors to all sites and leveraged the MTSS Coordinator to norm their practice across the District.	6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B \$0.00	6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B \$0.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Continue to provide part-time EL Specialists at all sites to monitor and support the academic needs of EL students at all school sites.	7. The District provided a part-time EL Specialist to all sites who worked to monitor and support EL's across all sites.	7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1). 2000-2999: Classified Personnel Salaries Base \$0.00	7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1). 2000-2999: Classified Personnel Salaries Base \$0.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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8. Provide high quality instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.

8. The District continued to provide high-quality and high-interest digital instructional materials to all students.

Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base \$150,000

Instructional Materials/digital licenses [Goal 1801] 5000-5999: Services And Other Operating Expenditures Base \$152,645

Action 9

Planned Actions/Services

9. Provide site-based professional development at each school site.

A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.

Actual Actions/Services

9. Each site was provided a budget of \$5000 of General Fund resources to conduct site-based PD. This was reduced as we found that we were able to provide \$5000 separately to each from the Title I Budget and \$10,000 for PHS.

Budgeted Expenditures

9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base \$70,000

Estimated Actual Expenditures

9A. Site-Based Professional Development [Management 9645]] 5800: Professional/Consulting Services And Operating Expenditures Base \$30,000

Action 10

Planned Actions/Services

10. Human resources will conduct hiring outreach activities for candidates who reflect student population.

Actual Actions/Services

10. The District did conduct specific outreach activities to candidates who reflect the student population including attendance at job fairs and targeted outreach to college programs who attract teachers of color.

Budgeted Expenditures

No cost

Estimated Actual Expenditures

No extra cost

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 has implemented its core programs related to the provision of access to a high-quality teaching and learning environment to all students. It has hired high quality staff and made some significant inroads into further diversifying that staff so that it more closely reflects the demographics of the District. The Professional development program the District continues to implement continues to be focused on four core priorities:

- Implementation of the "Constructing Meaning" framework and strategies for supporting the needs of all students, but English Learners (and Long-Term EL's in particular)
- Digital teaching and learning (focus on new LMS and device use)
- Content-specific pedagogy and best practices (informed by each subject's respective curriculum framework)
- Cultural Responsiveness

Teacher survey data (both formal and informal, including the BrightBytes Tech survey and the District's teacher PD Survey) indicate that teachers are implementing these strategies with greater fidelity each year. For example, there was a 15% increase in teacher self-reported use of technology in the classroom this academic year (over last year).

The District continues to also supply students with high quality instructional materials, especially instructional technology. The district now has over 6000 mobile devices across the school sites.

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

While the District continues to provide high quality facilities and staff, and it is making improvements in its staff diversity (as evidenced by the data indicated relative to many metrics above, it continues to need to address the following access issues:

- 92% of syllabi articulated an alignment to the CA Standards in each of the core areas - the District will strive to make this 100% over the next two years.
- There is still a significant gap in Historically-underserved student group AP/IB enrollment (although there were some bright spots indicated above). The District will continue to work to identify students with the assistance of the AP Potential Program (College Board) as well as teacher recommendation for AP/IB course enrollment.
- College and Career Indicator baseline was set and we will set targets for this data in the fall of 2018, However, the following trends were noted in our initial/baseline data:
 - SMUHSD exceeds state averages
 - Most SMUHSD students were "prepared" via A-G readiness measure

- There are significant gaps in "preparedness" among student groups
- English Learners (281 Students), 22.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Homeless Students (48 students), 27.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Socioeconomically Disadvantaged (603 students), 33.8% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Students with Disabilities (214 students), 10.7% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- African American Students (22 students), 22.2%% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Hispanic/Latino Students (573 students), 33.5% were "prepared" - That was designated as a "Low" level of preparedness by CDE
- Pacific Islander Students (47 students), 21.3% were "prepared" - That was designated as a "Low" level of preparedness by CDE

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District had three material differences between its budgeted expenditures and its estimated Actual expenditures in 2017-18. The District budget at Second Interim was significantly less than that in the approved budget. The 2017-18 LCAP used information from the Second Interim Budget as the amounts documented for expenditures and that was significantly less than the actuals. Here are the consequences:

Action 1 A-C: The District budgeted (at second interim) \$47,295,810 and has estimated actuals that equal, \$53,183,81. This was due to the fact that the District settled a new contract with certificated staff and as a consequence spent \$5,888,081 more than had been budgeted. In addition, the District had budgeted \$16,489,748 for Classified salaries and also increased their compensation. As a consequence, has estimated actuals of \$18,443,089 for Classified Salaries - an increase of \$1,953,341. Finally, the District also incurred increased Benefits costs - more than had been budgeted (\$22,480,877). The new estimated actuals for Benefits are \$26,202,329 - an increase of \$3,721,451.

Action 1E: The District did not spend \$507,621 of its budgeted \$4,537,734 on books and supplies in 2017-18 due to lower than anticipated costs for textbooks and online subscriptions.

Action 1F: The District did not spend \$415,450 of its Services/Operations budgets due to lower than anticipated legal fees during the 2018-19 school year.

Action 2 - New Teacher PD was underestimated (as we had not anticipated the numbers of new hires that needed coaching and beginning teacher support (BTSA). We re-allocated Title II resources to make up for this shortfall.

Action 3 - Classified PD was budgeted at \$251,097 and we only expended \$72,168. This was due to overestimating PD costs as we

reduced PD days for Classified Staff from 4 to 2 full days.

Action 9 - Site-based PD was budgeted at \$70,000 and we only expended \$30,000 as we found that we needed more resources for District-wide PD, so augmented Site PD with Title II resource to make up the shortfall in budgeted amount.

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 to the wording of Goal 1 were made this year, but one metric has been added to this Goal. The District has chosen to add a metric related to the inclusion of students with IEP's going forward. The purpose of this addition is to be sure to include our efforts to meet federal and state mandates regarding the inclusion of students with IEP's and to reflect our conviction that this is the right thing to do. Going forward, the District will have a metric as follows in this goal, "The District will ensure that 50+% of students with IEP's are spending at least 80% of their time in school in general education settings."

Secondly, the District will set a growth target for the College and Career Readiness metric during 2018-19 school year, in line with that set by the California Department of Education - in consultation with the CA State Board of Education.

In addition to the addition of this metric related to inclusion of students with IEP's, the District will also augment its PD program this year by focusing significant effort this fall on the roll-out of the new Learning Management System and deepening its work to use data to drive instruction. While these issues were already in our 2017-20 LCAP, there will be a focus on the new LMS as it is such a significant change for teacher practice. The Spring and summer of 2019 will revert back to a focus on content-specific priorities with the two PD days in Feb. (5/6).

Finally, the District will also invest anew in training support for site administrators as the District will have 8 new site administrators (one new principal and 7 new assistant principals). This will include PD on the systems and structures of the District as well as their leadership of Technology integration and MTSS.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: LEAP: 1a,1b,2a,2b,2c,5a,5b,5c

Annual Measurable Outcomes

Expected

Metric/Indicator

A. Improving A-G Completion: The District will improve A-G completion overall and increase attainment among key subgroups: All students from 61% in 2016 to 75% for Class of 2020 (14% increase) Sub-group A-G completion acceleration outcomes:
The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 3 % in 2020 The district will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence in 2017-20.

17-18

A. Improving A-G Completion:

- The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18.

Targeted Subgroup A-G completion acceleration outcomes:

Actual

The data below indicates the outcomes achieved by the District on this metric overall.
Status (2016):
Overall: 63.0%
EL: 24.2%
Low-Income: 41.3%
Homeless: not available
Foster-Youth: not available
Latino: 40.2%
Pacific Islanders: 35.8%

Expected

- The district will increase by 5%, the number of Latino, Pacific Islander, Black/African American, EL, RFEP, Low-Income, Homeless, Foster-Youth and Students with Disabilities students completing the A-G course sequence in 2017-20.

Baseline

A. The District will improve A-G completion overall and increase attainment among key subgroups: Current Baseline:

- Overall: 61%
- EL in ELD: 5%
- EL not in ELD: 8%
- Low-Income: 42%
- Foster/Homeless Youth: 33%
- Special Education: 6%
- Latino: 32.5%
- Pacific Islander: 29%

Metric/Indicator

B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups:

- The district will increase by 3% the overall number of 9th grade students receiving a

“C-” grade (or better) in English I (fall 2017). In addition the District will increase by

5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education,

Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in

English I

- The district will increase by 4% the overall number of 9th grade students receiving a

“C-” grade (or better) in Algebra I (fall 2017). In addition, the District will

Actual

The data below indicates the outcomes achieved by the District on this metric overall. The outcomes and targets for student subgroups can be found at the end of the LCAP. Please note that data for Homeless/Foster youth is decoupled - unlike the way that it was indicated in the Metric/Indicator. This was done to assist stakeholders with understanding the differences between the two subgroups regarding this metric.

Fall 2017 Status, English I:

Overall: 88.9%

EL: 0.0%

Low-Income: 73.4%

Homeless: 83.3%

Foster-Youth: 100%

Special Education: 72.2%

Latino: 76.1%

Pacific Islanders: 81.3%

African American Students: 85.7%

Fall 2017 status, Algebra I:

Overall: 84.5%

EL: 88.5%

Low-Income: 75.6%

Homeless: 50.0%

Expected

increase by

6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education,

Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in

Algebra I (Fall 2017).

17-18

B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups:

- The district will increase by 3% the overall number of 9th grade students receiving a

“C-” grade (or better) in English I (Fall 2017). In addition the District will increase by

5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education,

Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in

English I

- The district will increase by 4% the overall number of 9th grade students receiving a

“C-” grade (or better) in Algebra I (Fall 2017). In addition, the District will increase by

6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education,

Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in

Algebra I (Fall 2017).

Actual

Foster-Youth: 75.0%

Special Education: 78%

Latino: 74.8%

Pacific Islanders: 79.2%

African American Students: 63.6%

Expected

Baseline

B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups in English I and Algebra I (9th Grade).

Current Baseline, English I:

- Overall: 91%
- EL: 73%
- Low-Income: 79%
- Foster/Homeless Youth: 71%
- Special Education: 77%
- Latino: 82%
- Pacific Islander: 80%

Current Baseline, Algebra I:

- Overall: 85%
- EL: 78%
- Low-Income: 78%
- Foster/Homeless Youth: 43%
- Special Education: 67%
- Latino: 79%
- Pacific Islander: 79%

Metric/Indicator

C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

17-18

C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Actual

The data indicates the outcomes achieved by the District on this metric overall. The outcomes and targets for student subgroups can be found at the end of the LCAP. Please note that data for Homeless/Foster youth is decoupled - unlike the way that it was indicated in the Metric/Indicator. This was done to assist stakeholders with understanding the differences between the two subgroups regarding this metric.

Sophomores On-Track (2016-17):

Overall: 91.7%
 EL: 54.8%
 Low-Income: 82.3%
 Homeless: 75.0%
 Foster-Youth: 42.9%
 Special Education: 79.3%
 Latino: 83.5%
 Pacific Islanders: 89.8%

Expected

Baseline

C. Increasing Number of 10th Graders “On-track” (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher).

Current Baseline (2015-16):

- Overall: 83%
- EL: 47%
- Low-Income: 69%
- Foster/Homeless Youth: 38%
- Special Education: 55%
- Latino: 68%
- Pacific Islander: 64%

Metric/Indicator

D1. Increased AP Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on AP tests (the number of students who achieve a passing score on at least one AP exam). In addition, the district will increase by 3% the number of EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on AP tests (the number of unique students who achieve a passing score on at least one AP exam).

D2. Increased IB Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on IB tests (the number of students who achieve a passing score on at least one IB exam). In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on IB tests (the number of unique students who achieve a passing score on at least one IB exam).

17-18

D1. Increased AP Achievement:

- Overall: 83%
- EL: 78%
- Low-Income: 77%
- Foster/Homeless Youth: 100%
- Special Education: 0 - n/a
- Latino: 78%
- Pacific Islander: 40%

Actual

The data below indicates the outcomes achieved by the District on this metric overall. The outcomes and targets for student subgroups can be found at the end of the LCAP. Please note that data for Homeless/Foster youth in this indicator is not indicated as the cohort was too small to report.

D1. 2016-17 AP Achievement Status:

Overall: 81.6%

Targeted subgroups data not available due to non-receipt of the data from the College Board. This will be rectified in 2018-19.

D2. 2016-17 IB Achievement Benchmark:

Overall: 63.8%

EL: 66.7%

LTEL: 50.0%%

Low-Income: 55.1%

Foster/Homeless Youth: n/a

Latino: 68.2%

Pacific Islander: 50.0%

Expected

D2. Increased IB Achievement:

- Overall: 82%
- EL: 85%
- Low-Income: 89%
- Foster/Homeless Youth: 0 - n/a
- Special Education: 100%
- Latino: 83%
- Pacific Islander: 88%

Baseline

D1. Increased AP Achievement:

- Overall: 82%
- EL: 75%
- Low-Income: 77%
- Foster/Homeless Youth: 100%
- Special Education: 0 - n/a
- Latino: 78%
- Pacific Islander: 40%

D2. Increased IB Achievement:

- Overall: 82%
- EL: 85%
- Low-Income: 89%
- Foster/Homeless Youth: 0 - n/a
- Special Education: 100%
- Latino: 83%
- Pacific Islander: 88%

Metric/Indicator

E. CAASPP/EAP Improvement: District 11th grade students will show:

- a 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.
- A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math)

Actual

The data below indicates the outcomes achieved by the District on this metric overall. The outcomes and targets for student subgroups can be found at the end of the LCAP. Please note that data for Homeless/Foster youth is decoupled - unlike the way that it was indicated in the Metric/Indicator. This was done to assist stakeholders with understanding the differences between the two subgroups regarding this metric.

- 11th Grade students whose achievement level is "Standard Met/Standard Exceeded" in English/Language Arts(2016-17):

Overall: 77.6%

EL: 4.4%

Expected

assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

17-18

E. CAASPP/EAP Improvement: District 11th grade students will show:

- a 2% Increase overall in the number of students meeting standard on the CAASPP-

ELA assessment and increase by 5% the number of students "meeting standard"

among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and

Pacific Islander students subgroups.

- A 5% increase overall in the Math assessment overall on the CAASPP-Math assessment and increase by 7% the number of students "meeting standard" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Baseline

E. CAASPP/EAP Improvement:

- 11th Grade students whose achievement level is "Standard Met/Standard Exceeded" in English/Language Arts:
- Overall: 80%
- EL: 24%
- Low-Income: 57%
- Foster/Homeless Youth: 38%
- Special Education: 28%
- Latino: 63%
- Pacific Islander: 56%
- 11th Grade students "Meeting Standard" in Mathematics:
- Overall: 57%
- EL: 15%
- Low-Income: 31%

Actual

Low-Income: 48.5%

Homeless: 50.0%

Foster-Youth: 50.0%

Students with Disabilities: 25.6%

Latino: 56.5%

Pacific Islanders: 55.0%

- 11th Grade students whose achievement level is "Standard Met/Standard Exceeded" in Mathematics (2016-17). Please note that data for Homeless/Foster youth is decoupled - unlike the way that it was indicated in the Metric/Indicator. This was done to assist stakeholders with understanding the differences between the two subgroups regarding this metric.:

Overall: 55.9%

EL: 11.1%

Low-Income: 27.0%

Homeless: 0.0%

Foster-Youth: 50.0%

Students with Disabilities: 7.3%

Latino: 26.8%

Pacific Islanders: 23.1%

Expected

- Foster/Homeless Youth: 13%
- Special Education: 11%
- Latino: 29%
- Pacific Islander: 34%

Metric/Indicator

F. English Learner Progress acquiring English proficiency:

- The District will improve English Learner progress at learning English as measured by the following outcomes:
- Increase the percent of students making one year of growth on CELDT (ELPAC in 2018-19) by 3%
- Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%
- Increase the percentage of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status

17-18

F. English Learner Progress acquiring English proficiency:

- The District will improve English Learner progress at learning English as measured by the following outcomes:
- Increase the percent of students making one year of growth on CELDT (ELPAC in 2018-19) by 3% (over 2016-17)
- Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% (over 2016-17)
- Increase the percent of eligible students who are reclassified by 3% (over 2016-17)

Baseline

F. English Learner Progress acquiring English proficiency:

- The District will improve English Learner progress at learning English as measured by the following outcomes:
- Current (2015-16) % of students making one year of growth on CELDT: 19%
- Current (2016-17) % of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses: 63%
- Current percent of EL students who are eligible for reclassification,

Actual

The data below indicates the outcomes achieved by the District on this metric overall. The outcomes and targets for student subgroups can be found at the end of the LCAP.

- ELs making one year of growth on CELDT: 54.6%
- Percentage of ELD students who have been in our schools a full academic year and advanced to the next level of ELD or are transitioned into mainstream courses by 3% (2016-17):

ALL EL in ELD: 62.8%

ELD 1: 47.3%

ELD 2: 73.8%

ELD 3: 68.1%

- Percentage of EL students who are eligible for "EL Reclassified Fluent" status: 69.2%

Expected

to have "EL Reclassified Fluent" status. Current Baseline: 77%

Metric/Indicator

G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):

- Increase Overall graduation rate from 90.8% to 92%
- Increase Hispanic/Latino graduation rate from 82.8% to 88%
- Increase Pacific Islander graduation rate from 89.4 to 92%
- Increase African American graduation rate from 68.4% to 85%
- Increase Low-income student graduation rate from 80.3 to 88%
- Increase English Learner student graduation rate from 71.5% to 85%
- Increase Special Education student graduation rate from 74.2% to 85%
- Increase Foster Youth graduation rate from 55.6% to 70% (per AB-167)

17-18

G. Graduation Rates: Increase graduation rates overall and among key subgroups (2016-2020):

- Increase Overall graduation rate from 90.9% to 91%
- Increase Hispanic/Latino graduation rate from 82.8% to 84%
- Increase Pacific Islander graduation rate from 89.4 to 90.5%
- Increase African American graduation rate from 68.4% to 75%
- Increase Low-income student graduation rate from 80.3 to 83%
- Increase English Learner student graduation rate from 71.2% to 74%
- Increase Low-Income student graduation rate from 80.3% to 88%
- Homeless student graduation rate from: 75.5% to 80%
- Increase Special Education student graduation rate from 73.7% to 77%

Baseline

G. Graduation Rates: Increase graduation rates overall and among key subgroups (2015-16):

- Current Overall graduation rate: 91%
- Current Hispanic/Latino graduation rate: 82.8%
- Current Pacific Islander graduation rate: 89%
- Current African American graduation rate: 68%
- Current Low-income student graduation rate: 80%

Actual

The data below indicates the outcomes achieved by the District
Graduation Rates: Increase graduation rates overall and among key subgroups (Class of 2017):

Overall: 90.9%

Latino: 82.8%

Pacific Islander: 89.4%

African American: 68.4%

Low-income: 80.3%

English Learner: 71.2%

Homeless Students: 75.2%

Special Education: 73.7%

Foster Youth: 62.5%

Expected

- Current English Learner student graduation rate: 72%
- Current Special Education student graduation rate: 74%
- Current Foster Youth graduation rate: 56%%

Metric/Indicator

H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):

- Decrease Overall dropout rate from 6.8% to 5.0%
- Decrease Hispanic/Latino drop-out rate from 12.4% to 8.0%
- Decrease Pacific Islander drop-out rate from 10.6 to 8.0%
- Decrease African American drop-out rate from 21.1% to 14.0%
- Decrease Low-income student drop-out rate from 14.3% to 8.0%
- Decrease English Learner drop-out rate from 19.4% to 10.0%
- Decrease Special Education drop-out rate from 11.0% to 8.0%
- Decrease Foster Youth drop-out rate from 22.2 to 15.0% (per AB-167)

17-18

H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-18):

- Decrease Overall dropout rate from 7% to 6.0%
- Decrease Hispanic/Latino drop-out rate from 12.% to 10%
- Decrease Pacific Islander drop-out rate from 11% to 9.5%
- Decrease African American drop-out rate from 21% to 18%
- Decrease Low-income student drop-out rate from 14% to 11.5%
- Decrease English Learner drop-out rate from 19% to 16.5%
- Decrease Special Education drop-out rate from 11.0% to 10.0%
- Decrease Foster Youth drop-out rate from 22.2% to 19% (per AB-167)

Baseline

H. Drop out rates: Decrease dropout rates overall and among key subgroups (2015-16):

- Current Overall dropout rate: 7%
- Current Hispanic/Latino drop-out rate: 12%
- Current Pacific Islander drop-out rate: 11%
- Current African American drop-out rate: 21%
- Current Low-income student drop-out rate: 14%
- Current English Learner drop-out rate: 19%
- Current Special Education drop-out rate: 11.0%

Actual

The data below indicates the outcomes achieved by the District on this metric overall. The outcomes and targets for student subgroups can be found at the end of the LCAP.

Drop out rates: Decrease dropout rates overall and among key subgroups (Class of 2016):

- Current Overall dropout rate: 7%
- Current Hispanic/Latino drop-out rate: 12%
- Current Pacific Islander drop-out rate: 11%
- Current African American drop-out rate: 21%
- Current Low-income student drop-out rate: 14%
- Current English Learner drop-out rate: 19%
- Current Special Education drop-out rate: 11.0%
- Current Foster Youth drop-out rate: 22%

Expected

Actual

- Current Foster Youth drop-out rate: 22%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Refine/Revise core courses of study and continue to invest in CA Standards-aligned instructional materials (as needed):</p> <p>A. Continue to provide and support a math Coordinator who leads Mathematics Council and leads implementation of new materials selected in 2016-17.</p> <p>B. Continue to provide and support an English coordinator who leads Council and establishes/ensures new courses of study for all English Classes aligned to CA Framework for ELA/ELD. In addition, the English Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD</p>	<p>1. The District did refine/revise courses of study and other curricular improvements, including:</p> <p>A. The purchase and dissemination of new instructional materials in the core mathematics program (Algebra I, Algebra II and Geometry). In addition the provision of a 0.6 FTE Math Coordinator role.</p> <p>B. The English Coordinator was hired (0.4 FTE) and facilitated the process of Course of Study Revision in English I, II, III and IV.</p> <p>C. The District Science Coordinator was hired (0.4 FTE) and facilitated the continued development of Common Learning Experiences for the core science curriculum (Biology, Chemistry and Physics).</p> <p>D. The District Social Science Coordinator was hired (\$8000 Stipend) and facilitated the process of Course of Study Revision in</p>	<p>1A. CA Standards-aligned Math materials purchase : Algebra I, II and Geometry [Goal 9120] 4000-4999: Books And Supplies Base \$250,000</p> <p>1A .6 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>1B. .4 FTE English Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>1C. .4 FTE Science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1D. Social science Coordinator</p>	<p>1A 4000-4999: Books And Supplies Base \$203,762</p> <p>1A .6 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base</p> <p>1B. .4 FTE English Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base</p> <p>1C. .4 FTE Science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Base</p> <p>1D. Social science Coordinator</p>

and ELD for English teachers

C. Continue to provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

D. Continue to provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on new Curriculum Framework (fall 2016). In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

E. Continue to provide and support an English Language Development (ELD) Coordinator - refine and revise

courses of study for ELD courses; support integrated and designated ELD; and work with Manager of EL and

Compliance to support general education teachers in supporting

Contemporary World Studies, Modern World History, US History and Government/Economics.

E. The District hired the ELD Coordinator and she continued to refine the courses of study for ELD 1-3 as well as to develop (in collaboration with the Manager of EL Program) the District's approach to Designated ELD for Long-Term EL's.

F. The District hired the CTE Coordinator and she facilitated a CTE Task Force as well as the revision of 1/2 of the District's CTE Courses of Study.

G. The District continued to hire Coordinators in all other subjects - as indicated in the Planned Actions/Services. Each of the Coordinators facilitated their respective Curriculum Council (Department Chairs from each school site) and also facilitated the Council-focused PD Day (February 6, 2018).

[Goal 9120] -Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00

1E. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00

1F. .4 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00

1G. Other Technical Subjects Coordinators [Goal 9120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base \$0.00

[Goal 9120] -Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base

1E. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base

1F. .4 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base

1G. Other Technical Subjects Coordinators [Goal 9120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base

Long-Term EL's. In addition, the coordinator

will collaborate with the other Coordinators on the development and delivery of a PD for faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

F. Continue to provide and support a CTE Coordinator to lead the Career Technical Education Council, address

compliance issue for Career Technical Education and facilitates the process of a comprehensive CTE plan for

the SMUHSD during the 2017-18 school year.

G. Continue to provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils:

- Health
- Guided Studies
- OSCR
- Social Science
- VAPA, Science
- World Language
- Science Curriculum Developers

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas:</p> <p>A. Begin creation of common, CA Standards-aligned formative & summative assessments in ELA and/or Mathematics aligned to new Courses of Study.</p> <p>B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth.</p> <p>C. Continue to administer the PSAT test to all 10th & 11th grade students.</p> <p>D. Investigate, evaluate and procure effective resources for digital formative assessment</p>	<p>2. The District implemented its diagnostic/monitoring assessments (Scholastic Reading and Math Inventories).</p> <p>A. The District was not able to make progress on Assessment monitoring, but will do that in the 2018-19 school year.</p> <p>B. The District implemented SRI/SMI with all incoming 9th graders and current 9th/10th Graders.</p> <p>C. The District administered the PSAT to all 10th/11th Grade students.</p> <p>D. The District began to review and pilot the key pieces of the new LMS that can assist with digital formative assessment. This work will move forward in 2018-19.</p>	<p>2A. Common Assessment Development/Scoring [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$50,000</p> <p>2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$50,000</p> <p>2C. PSAT Costs [Goal: 9054] 4000-4999: Books And Supplies Base \$55,000</p> <p>2D. Digital Formative Assessment Inquiry ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base \$55,000</p>	<p>2A 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$41,600</p> <p>2C. PSAT Costs [Goal: 9054] 4000-4999: Books And Supplies Base \$56,446</p> <p>2D. Digital Formative Assessment Inquiry ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base \$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.Continue to implement intervention/support/English Language Development programs for students:	3.The District continued to implement intervention/support/English Language Development programs for students:	3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$2,525,200	3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$1,860,698
A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites. This may include the integration of some of this FTE into classrooms to lower class sizes.	A. Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites were implemented. Some schools also did use these resources to facilitate the lowering of class size - in mathematics in particular.	3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$1,650,000	3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$1,109,918
B. Continue to provide English Language Development to students learning English.	B. The District provided English Language Development to students learning English.	3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base \$0.00	3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base
C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.	C. The District continued to implement and expand the Advancement Via Individual Determination (AVID) program and also did do some targeted outreach for Long-term English Learners.	3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base \$120,000	3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base \$81,623
D. Continue to implement the On-Site Credit Recovery (OSCR Program).	D. The District continued to implement the On-Site Credit Recovery (OSCR Program) and wend through the process of selecting a new program (Edgenuity) for District-wide implementation in the fall of 2018.	3E. Summer School - Expenditures (salaries and benefits) for summer school are captured under base program expenditures (Goal 1, Action 1) Base \$0.00	3E. Summer School - Expenditures (salaries and benefits) for summer school are captured under base program expenditures (Goal 1, Action 1) Base
E. Summer School Credit Recovery Program.	E. The District continued to implement the Summer School Credit Recovery Program and had 90% of students complete at least	3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)
F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.			
G. Continue to provide EL Specialists to support the academic			

needs of EL's	5 credits.	Base \$0.00	Base
H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)	F. The District continued to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.	3G. EL Specialist Support Staff (7) [Goal 9640] - Expenditures (classified salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base \$0.00	3G. EL Specialist Support Staff (7) [Goal 9640] - Expenditures (classified salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base
I. Continue to provide after school tutoring options for students in need.	G. The District continued to provide EL Specialists to support the academic needs of EL's and the activities of these staff continued to be normed across the District so that they provided similar services within each school.	3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base \$50,000	3H 5000-5999: Services And Other Operating Expenditures Base \$50,900
	H. The District continued to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School).	3I. After school Tutoring [Goal 9640] 5000-5999: Services And Other Operating Expenditures Supplemental \$120,000	0000: Unrestricted Supplemental \$64,188
	I. The District continued to provide after school tutoring options for students in need. These services were regularly attended by Unduplicated Pupils.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Continue implementation of "Multi-tiered System of Support" (MTSS) to be facilitated by: A. Continued hiring of an (0.8 FTE) MTSS Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.	4. The District continued to make its investments in developing a more robust Multi-tiered system of Support (MTSS): A. The District hired the MTSS Coordinator and she initiated work to shore-up the role (via training) of school counselors in directing, monitoring and documenting MTSS best practices.	4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1) Base \$0.00 4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000	4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1) Base 4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base \$50,000

B. Consulting support from external consultant to support the process of MTSS planning and implementation.

B. The District continued to work with Collaborative Solutions to support its ongoing work to implement MTSS.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year:	5. The District implemented all of the strategies planned in Action #5:	5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$30,000	5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$7,400
A. Continue implementation of ELLevation monitoring software.	A. The District continued to use the ELLevation program to effectively and regularly inform relevant staff of the progress of English Learners. The tool was particularly effective when used with teachers of EL's to identify student needs and potential strategies for addressing those needs.	5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III \$20,000	5B. Facilitated program design consulting [Goal 1722] 5000-5999: Services And Other Operating Expenditures Title III \$15,184
B. Continue to implement ELD program that aligns to the CA ELA/ELD Framework.		5C. No additional expenditure needed for this action/service. 0	5C. No additional expenditure needed for this action/service.
C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district.	B. The District continued to facilitate bi-monthly collaboration among EL teachers to better integrate the ELA/ELD Framework into the course of study and scope/sequence of ELD 1-3 courses across all sites. This work will continue into the subsequent school year.	5D. No additional expenditure needed for this action/service. 0	5D. No additional expenditure needed for this action/service.
D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.	C. The District continued to train/norm teachers on the core elements of its instructional framework. This included training on Constructing Meaning Strategies; the new Canvas Learning Management System;		

and content-specific pedagogical best practices training.

D. The District evaluated its programs related to EL placement and progress monitoring (especially as relates to redesignation) due to the implementation of new ELPAC assessment that replaces the previous assessment - the CELDT. These new changes are being integrated into a new EL Master Plan which will be submitted to the Board of Education in August 2018 for approval.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Continue to provide a high-quality Special Education (SPED) Program for students with Individual Education	The District implemented all of the actions/services outlined in Action #6 especially as relates to hiring and training SPED staff as well as equipping them with the requisite resources necessary for their successfully supporting the needs of students with IEP's.	6A. Highly-qualified Certificated SPED Staff [6500] 1000-1999: Certificated Personnel Salaries Base \$7,025,348.00	6A. Highly-qualified Certificated SPED Staff [6500] 1000-1999: Certificated Personnel Salaries Base \$7,654,781
Plans (IEP's). leadership support for the Special Education Program in the District		6B. Highly-qualified Classified SPED Staff [6500] 2000-2999: Classified Personnel Salaries Base \$2,822,556.60	6B. Highly-qualified Classified SPED Staff [6500] 2000-2999: Classified Personnel Salaries Base \$2,715,876
A. Continue to provide high quality Certificated Staff (teachers and administrators) who have the following knowledge/skills: <ul style="list-style-type: none"> Compliance with IEP's Program/Curriculum development Inclusion/Co-teaching PD for Ed Specialists (about accommodations) Leadership/support of 	A. The District continued to provide high-quality SPED staff and provided training and coaching to certificated staff in order to continuously improve their skills.	6C. SPED Staff Benefits [6500] 3000-3999: Employee Benefits Base \$3,637,251.05	6C. SPED Staff Benefits [6500] 3000-3999: Employee Benefits Base \$3,793,548
	B. The District continued to hire and support Classified SPED staff, specifically Instructional Assistants who support the needs of students (and their Individual Education	6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget. Base 0.00	6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget. Base
		6E. SPED Instructional Materials	6E. SPED Instructional Materials

<p>Dept. Chairs</p> <ul style="list-style-type: none"> Facilitating partnerships with gen. ed teachers/parents/students - both the mindset for Gen Ed teachers <p>and as Ed Specialists consult with Gen Ed teachers</p> <ul style="list-style-type: none"> Problem solving on specific cases <p>B. Continue to provide high quality classified SPED Staff</p> <p>C. Continue to provide benefits to SPED staff</p> <p>D. Continue to provide books and supplies for students with Individual Education Plans (IEP's)</p> <p>E. Continue to provide services (legal, transportation and otherwise) for students with IEP's.</p> <p>F. Continue to perform other outgoing services for SMUHSD SPED programs.</p>	<p>Plans [IEP's]). Support included training at both Classified PD Days (August and October) on key information related to compliance with IEP's and Federal/State Law.</p> <p>C. The District provided benefits to all SPED staff as part of their compensation packages.</p> <p>D. The District continued to provide high-quality instructional materials to all students, but especially students with IEP's.</p> <p>E. The District continued to provide services (as needed) to students with IEP's. These services included consulting and legal fees as well as direct services to specific students with IEP's.</p> <p>F. The District continued to provide other services for students with IEP's.</p>	<p>4000-4999: Books And Supplies Base \$76,712.55</p> <p>6F. Services for students with IEP's. 5000-5999: Services And Other Operating Expenditures Base \$2,604,400.00</p> <p>6G. The provision of other SPED services. 7000-7439: Other Outgo Base \$3,772,302.00</p>	<p>4000-4999: Books And Supplies Base \$95,374</p> <p>6F. Services for students with IEP's. 5000-5999: Services And Other Operating Expenditures Base \$2,657,132</p> <p>6G. The provision of other SPED services. 7000-7439: Other Outgo Base \$2,511,189</p>
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Analysis

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

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

The District implemented much of its plans related to Goal #2 (Achievement and Equity) this year:

- District Coordinators were hired/maintained and the worked to coordinate the curriculum/instruction improvement work of our Curriculum Councils. the District.
- Courses of Study were revised (to reflect new frameworks/standards) in English, Social Science and CTE. Science and other subjects continued to refine practice relative their respective Curriculum Frameworks.
- New Instructional materials were purchased and implemented in mathematics.
- The District successfully had 85-90% of teachers attain the "foundational skills" necessary to replace School Loop with Canvas regarding the posting and communication of grades/assignments in preparation for the fall of 2018 when Canvas is implemented District-wide.
- The District began to put in place early success related to implementation of a Multi-Tiered System of Support by working intentionally and explicitly with the School Counseling team to begin to norm practice around the ASCA standards.
- The District continued to provide effective PD and support for Constructing Meaning (to support the language and literacy needs of all students) across the content areas through both formal and informal PD
- The District developed and will put into practice next year, the implementation of Designated ELD for Long-term English Learners into content area classes across all school sites.
- The District provided effective PD for SPED Staff related to the following topics:
 - Compliance with IEP's
 - Program/Curriculum development
 - Inclusion/Co-teaching
 - PD for Ed Specialists (about accommodations)
 - Leadership/support of Dept. Chairs
 - Facilitating partnerships with gen. ed teachers/parents/students - both the mindset for Gen Ed teachers

and as Ed Specialists consult with Gen Ed teachers

- Problem solving on specific cases
- School Sites successfully navigated the WASC process and all comprehensive sites received a six year accreditation (with a mid-cycle visit in three years)

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

The measure of the effectiveness of the actions/services in Goal #2 will ultimately be determined by the attainment of the SMART goals/metrics that we have established. And since some of the work is around courses of study, the real effect will be felt in future years. However, the quality of the work accomplished this year has been affirmed by two key surveys conducted by the District. First is the Bright Bytes Tech survey (administered in May 2018). In it, students, teachers and parents all indicated that the quality of access and support with technology has improved significantly over the last two years. In addition, the district conducted a survey in March 2018 related to the implementation of Constructing Meaning and in it, teachers indicated that among those that have been trained (over 50% across all subject), they feel confident in their ability to implement significant parts of the framework/strategies.

In addition to the surveys of teacher implementation, the District's Instructional Coaching program, and the personal growth goals established there are another indicator of teacher implementation/effectiveness of key initiatives indicated in Goal #2. In these goals, over 60% of teachers have indicated a personal goal to get better on one of the key district instructional priorities. This is a good indicator of teacher implementation of district priorities.

Finally, the successful navigation of the WASC process by all of the comprehensive sites, and the collective identification among all sites of common goals, metrics and actions/services is a good indicator of school implementation/effectiveness of common strategies. The District needs to continue to monitor and address its more formative measures related to 9th Grade English and Algebra I and 10th graders being on track for graduation. These measures saw some improvement among Latino and low-income students at some school sites this year, but more improvement is warranted. Now that these measures have been in place for two full years, we anticipate a greater amount of improvement now that they are part of our annual improvement process.

Although this prompt asks for effectiveness measures related to some of the longer-term measures of academic progress (graduation rate, A-G completion, etc.), it is too early for the district to make pronouncements about effectiveness, that is why we have focused here on fidelity of implementation - which is critical to evaluating effectiveness over the next few years. The District will continue to monitor the more formative measures (like those indicated above) to ensure that its students are on track for these summative measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District had the following material differences between budgeted and estimated actuals expenditures during 2017-18:

3A: While the District continued to offer various forms of intervention, it did not expend as many resources on Intensive and Strategic Algebra/English classes and as a consequence it spent \$664,502 less than the anticipated \$2,525,200 on these classes

3B: While the District continued to offer ELD classes at four school sites, the population of EL's during the 2017-18 School year warranted fewer sections of ELD. As a consequence, the District expended \$540,082 less than budgeted for ELD courses.

6A: The District had an increase in the certificated staffing needed for Special Education and as a consequence, spent \$629,433 over the budgeted amount of \$7,654,781 on certificated SPED salaries.

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 District has chosen to stay the course on this Goal/ set of metrics overall as it is still relevant and timely and address all of the major issues on which our schools are focused. The one key change that is reflected in the 2018-20 plan is that we will invest 2.4 FTE of Supplemental resources to support the implementation of 6 innovative interventions at AHS, CHS, MHS and SMHS during the 2018-19 school year. Five of six of the interventions are intended to address subject-specific student/teacher needs in ELA and Mathematics. In the case of MHS, they will be piloting a 9th Grade Academy to support the academic and social-emotional needs of historically underserved groups of students. These investments can be found in Goal 2 of the revised 2018-20 LCAP. In addition to these investments, the District will also re-double its efforts to identify and support the needs of it Homeless students - due to their continued (relative) low graduation rates - which caused the District to qualify for "Differentiated Assistance." This will include the annual identification of Homeless students at each school site and special intervention/support for by their respective school counselors. The District will work to monitor these students throughout the school year and provided them with resources/support as needed.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEAP: 1a,1b,2e,2f,5a,5b,5c

Annual Measurable Outcomes

Expected

Metric/Indicator

A-1. Suspension/ Expulsion rate decrease:

1. The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

2. In addition, the District will reduce by 15% the overall number instructional days lost due to suspension in 2017-20, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Actual

The data below indicates the outcomes achieved by the District on this metric overall. Data about student subgroups can be found at the end of the LCAP.

Suspensions (2016-17):

- Overall: 3.0%
- EL in ELD: 6.7%
- EL not in ELD: 8.5%
- Low-Income Students: 6.1%
- Homeless/Foster Youth: 15.5%
- Special Education students: 7.1%
- Latino students: 5.2%
- Pacific Islander students: 5.0%

Expected

17-18

A-2. Suspension/ Expulsion rate decrease:

a. The District will reduce the rate of suspension (one or more incidents for which the student was suspended) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

b. The District will reduce the rate of expulsion (one or more incidents for which the student was expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

c. In addition, the District will reduce by 5% the overall number instructional days lost and instructional minutes lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

A-2. The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Baseline

A-3. Suspension/ Expulsion rate decrease: 1. The current District suspension/expulsion rates are as follows.

a. Suspensions:

- Overall: 5%
- English Learners: 5%
- Low-Income Students: 5%
- Homeless/Foster Youth: 30%
- Special Education students: 7%
- Latino students: 10%
- Pacific Islander students: 13%

b. Expulsions:

- Overall: 0.2%
- English Learners: 0.1%
- Low-Income Students: 0.1%
- Homeless/Foster Youth: 0.0%
- Special Education students: 0.4%

Actual

Expulsions shown in number of students (2016-17):

- Overall: 8
- EL in ELD: 1
- EL not in ELD: 1
- Low-Income: 2
- Homeless/Foster Youth: 1
- Special Education: 2
- Latino: 4
- Pacific Islander: 0

Number of Days Lost Due to Suspension (2016-17):

- Overall: 890, Change Percentage = -11%
- EL in ELD: 64, Change Percentage = -25%
- EL not in ELD: 195, Change Percentage = 10%
- Low-Income: 328, Change Percentage = -6%
- Homeless/Foster Youth: 55, Change Percentage = 8%
- Special Education: 232, Change Percentage = 9%
- Latino: 533, Change Percentage = 11%
- Pacific Islander: 49, Change Percentage = -40%

Expected

- Latino students: 0.4%
- Pacific Islander students: 0.9%

B. In addition, the District will set a baseline of the overall number instructional days lost and instructional minutes lost due to suspension in 2017-18 for all students, EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students. Current Average # of Days Lost due to Suspension:

- Overall: 2.47
- English Learners: 2.68
- Low-Income Students: 2.30
- Homeless/Foster Youth: 2.00
- Special Education students: 2.38
- Latino students: 2.39
- Pacific Islander students: 3.04

Metric/Indicator

B. Student Wellness improvements:

1. The percentage of students reporting that they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.
2. In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure").
3. In addition, students will report on Healthy Kids survey that measures of contentedness are improved on 2017-18 administration (over the 2015-16 survey results).

17-18

B. Student Wellness improvements:

1. The percentage of students reporting that they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.
2. Percentage of students reporting drug/alcohol use in 2017-18 Administration of CA Healthy Kids:

Alcohol Use:

- 9th Graders: decrease by .5% (over 2015-16)

Actual

The data below indicates the outcomes achieved by the District on this metric overall. Data about student subgroups can be found at the end of the LCAP.

B. Student Wellness improvements (2017-18):

1. Percentage of students "feeling sad" in 2018-18 Administration of CA Healthy Kids. This Data cannot be disaggregated for the 2017-18 school year but will be going forward::

- 9th Graders: 25%
- 11th Graders: 34%

2. Percentage of students reporting drug/alcohol use in 2017-18 Administration of CA Healthy Kids:

Drug Use. This Data cannot be disaggregated for the 2017-18 school year (it is not available) but will be going forward:

Drug/Alcohol Use (2016-17):

- 9th Graders: 15%
- 11th Graders: 28%

3. Percentage of students feeling "connected" in 2017-18 Administration of CA Healthy Kids:

- 9th Graders: 60%
- 11th Graders: 59%

Expected

- 11th Graders: decrease by 3% (over 2015-16)

Drug Use:

- 9th Graders: decrease by .5% (over 2015-16)
- 11th Graders: decrease by 3% (over 2015-16)

Baseline

B. Student Wellness improvements:

1. Percentage of students "feeling sad" in 2015-16 Administration of CA Healthy Kids:

- 9th Graders: 21%
- 11th Graders: 29%

2. Percentage of students reporting drug/alcohol use in 2015-16 Administration of CA Healthy Kids: Alcohol Use:

- 9th Graders: 6%
- 11th Graders: 22%

Drug Use:

- 9th Graders: 6%
- 11th Graders: 14%

3. Percentage of students feeling "connected" in 2015-16 Administration of CA Healthy Kids:

- 9th Graders: 68%
- 11th Graders: 60%

Metric/Indicator

C-1. Decreases in Chronic Absenteeism:

a. The district will decrease rates of chronic absenteeism overall and among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students

- Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

C-2. Attendance Rates overall:

Actual

The data below indicates the outcomes achieved by the District on this metric overall. Data about student subgroups can be found at the end of the LCAP.

C-1. Decreases in Chronic Absenteeism:

The current district rates of Chronic Absenteeism are as follows (2016-17):

- Overall: 8.8%
- EL in ELD: 16.2%
- EL not in ELD: 18.9%
- Low-Income: 15.8%
- Homeless/Foster Youth: 38.0%
- Special Education: 20.3%
- Latino: 13.9%

Expected

- The district will decrease absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

17-18

C-1. Decreases in Chronic Absenteeism:

- The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students
- Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

C-2. Attendance Rates overall:

- The district will decrease absenteeism overall by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

Baseline

C-1. Decreases in Chronic Absenteeism:

a. The current district rates of Chronic Absenteeism are as follows:

- Overall: 8.5%
- English Learners (in ELD): 18.6%
- English Learners (Not in ELD): 16.4%
- Low-Income Students: 14.6%
- Homeless/Foster Youth: 36.8%
- Special Education students: 21.5%
- Latino students: 13.9%
- Pacific Islander students: 13.6%

C-2. Decreases in Absenteeism Overall:

- The current district average rates of Absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students are as follows:
- Overall: 4%
- English Learners: 5%

Actual

- Pacific Islander: 16.0%

The current district Overall Absenteeism Rates among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students are as follows (2016-17):

- Overall: 4.1%
- EL in ELD: 7.8%
- EL not in ELD: 6.5%
- Low-Income: 5.7%
- Homeless/Foster Youth: 13.5%
- Special Education: 7.3%
- Latino: 5.7%
- Pacific Islander: 5.7%

Expected

- Low-Income Students: 5%
- Homeless/Foster Youth: 10%
- Special Education students: 7%
- Latino students: 5%
- Pacific Islander students: 9%

Metric/Indicator

D. Provide effective trainings/support for families:

- CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18.

Baseline will be established regarding parent perception of the extent to which their

school "[Provides them] information on how to help [their] child plan

for college or vocational school." (CHKS, Question 62)

17-18

D. Provide effective trainings/support for families:

- CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. Baseline will be established regarding parent perception of the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)

Baseline

D. Parent Training/Support:

- CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. The District's data collection strategy for the Parent CHKS was ineffective and few parents were able to complete the survey. As a consequence we will do it again in the fall of 2018 to establish a baseline on these measures.

Metric/Indicator

E. CA Healthy Kids - Parent Survey will be administered for the first time in

Actual

The District's data collection strategy for the Parent CHKS was ineffective and few parents were able to complete the survey. As a consequence we will do it again in the fall of 2018 to establish a baseline on these measures.

The District's data collection strategy for the Parent CHKS was ineffective and few parents were able to complete the survey. As a consequence we will do it again in the fall of 2018 to establish a baseline on these measures.

Expected

2017-18.

Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions"

(CHKS, Question 38)

Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs."

(CHKS, Question 15)

17-18

E. CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18.

Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions"

(CHKS, Question 38)

Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs."

(CHKS, Question 15)

Baseline

E. CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18.

Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions"

(CHKS, Question 38)

Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs."

(CHKS, Question 15)

The District's data collection strategy for the Parent CHKS was ineffective and few parents were able to complete the survey. As a consequence we will do it again in the fall of 2018 to establish a baseline on these measures.

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster Youth (reviews transcripts, coordinates support).	1. The District continued to implement Attendance and Welfare/Restorative Justice Coordinator position.	1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits) 1000-1999: Certificated Personnel Salaries Base \$0.00	1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits) 1000-1999: Certificated Personnel Salaries Base

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPEDERHMS and \$600K from General Fund). A. Marriage and Family Therapists provide individual and group therapy to students in need. B. Pilot program will be evaluated by Stanford evaluators each year for three years.	2. The District provided the MFT's to each site.	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00 MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other \$70,000	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other \$50,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3. Health and Wellness Coordinators.</p> <p>A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.</p>	<p>3. The District provided 3 Certificated Health and Wellness Coordinators.</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Other \$500,000</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Other \$520,399</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.</p>	<p>4. The District provided the manager of Mental Health Supports.</p>	<p>Manager Mental Health Supports -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p>	<p>Manager Mental Health Supports -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5. District will continue to invest in a MTSS Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites.</p> <p>A. The district will provide an MTSS Certificated Coordinator who will provide support for and</p>	<p>5. The District hired/maintained a District MTSS Coordinator, Wellness Coordinator and SRO's to all school sites.</p> <p>A. The district continued to provide an MTSS Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered</p>	<p>5A. MTSS/SPED Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>5B - Consultant Fee 5800: Professional/Consulting Services</p>	<p>5A. MTSS/SPED Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base</p> <p>5B - Consultant Fee 5800: Professional/Consulting Services</p>

facilitate the ongoing planning for the implementation of a multi-tiered system of support.

B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant from Collaborative Learning Solutions to facilitate the refinement of the district's Multi-tiered System of Supports (Consultancy, PD, staff release time and data collection).

C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.

D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.

system of support.

B. The District work with Collaborative Solutions to continue to build the District's MTSS structures. This consultation consisted of facilitation of five District steering committee meetings and consulting engagements with District leadership (and the MTSS coordinator) to guide the ongoing implementation of best practices related to MTSS.

C. The District continued to employ a Wellness Coordinator who led the District's new wellness efforts. This work included coordination of the District's Wellness coordinators as well as regular reporting and continuous improvement activities with district leadership and the school board.

D. The District continued to provide SRO's to each school site as a way to support the District's chronic absenteeism efforts. These police officers that are located at each school site support the overall efforts of the schools to provide a safe environment and ensure that students regularly attend school.

And Operating Expenditures Supplemental \$86,000

5C. District Wellness Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00

5D. SRO's (50% of cost supported by General Fund) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00

And Operating Expenditures Supplemental \$75,400

5C. District Wellness Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base

5D. SRO's (50% of cost supported by General Fund) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Strengthen Community Outreach partnerships to expand	6. The District continued to invest in and provide a Family	6A. Parent Involvement Coordinator positions [2.5 FTE] -	6A. Parent Involvement Coordinator positions [2.5 FTE] -

interventions that support increased student academic achievement

A. Continue Family Engagement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.

B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.

Engagement Coordinator at each site as well as to provide parent education modules.

A. The Family Engagement Coordinators, led by the Manager of EL and Compliance worked at each school site to provide support to the families of all students, but the families of our "unduplicated pupils" in particular by providing them with timely information about all manner of school operations and parenting strategies - from college preparation, to navigating the course selection process in the early spring, to assisting families with strategies for helping to manage the effective use student use of digital devices in the home.

B. The District worked with PCRC on the ongoing development and implementation of the parent education modules. These included a variety of topics and were implemented throughout the year at all school sites. The modules were also leveraged at the annual Adelante parent workshop in the spring of 2018.

These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00

6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000

These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base

6B. Parent Education and outreach support 5000-5999: Services And Other Operating Expenditures Base \$38,055

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra- curricular and school community involvement	7A. The District implemented orientation meetings for all new students 7B. The District/school sites	7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 -	7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 -

7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules	recorded an increase in student club/extracurricular activities participation in 2017-18.	certificated salaries and benefits). Base \$0.00	certificated salaries and benefits). Base
		7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies). Base \$65,000	7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies). Base \$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis 8B. Expand alternative programs for out-of-school suspensions	8A. The District did continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis. This was expanded to include Homeless students. 8B. The District expanded its alternative programs for out-of-school suspensions and is continuing to refine these programs over the summer of 2018.	8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits). Base \$0.00 8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits). Base \$0.00	8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits). Base 8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits). Base

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates	9A. The District needs to continue to work on the provision of prevention / Intervention support to increase student time in class and decrease chronic truancy rates. It has established a chronic absenteeism task force to take this on in the 2018-19 school year.	Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00	Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base
9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students	9B. The District/School sites need to continue to work to provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students. This work is slated to be accomplished in many School Site/WASC plans in 2018-19.	Outside services—Social Worker Interns/YSB/PCRC -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$50,000	Outside services—Social Worker Interns/YSB/PCRC -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base 0.00
9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.	9C. The District continued to regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.	No additional cost associated with this.	No additional cost associated with this.

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 and school sites did much to continue to refine its program of support for the social-emotional needs of its students. While we are still in the process of evolving a mature set of effective tiered interventions for the social-emotional needs of students (as evidenced by our continued high levels of student "sadness" and lack of connection to our school sites), we feel that the investments are only now beginning to take hold in year 2 of their implementation, so look for improvements to begin to be realized in the coming years. In addition, the District's efforts to engage its families will only be bolstered by the initiation of a new parent center at the new District office in 2018-19.

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

As with Goal 2, the overall effectiveness of the actions service we have put in place to achieve Goal #3 should be measured by outcomes data that we see in the coming years. However, we are seeing significant increases in student access to and attainment of services, so we anticipate ever-improved outcomes in the coming years. With regard to family engagement, our family engagement staff only continue to improve their outreach efforts and the tools/materials that they have to support our families.

In addition, The District administered but had a very low return rate on its CHKS Parent Survey and as a consequence, had a low response rate. As a result, it has chosen not to publicize the results due to the lack of robustness of the data set. The District has a new plan for getting a more robust set of responses from families and will administer it in the fall of 2018 to establish a baseline on the metrics being tracked for parent engagement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no significant differences between budgeted and estimated actual expenditures, but in general, the District spent \$162,545 on this Goal overall. This was due to the fact that the District was unable to secure a part-time social worker (as had been hoped for \$50,000) and because the materials/supplies (\$65,000) that had been budgeted were not needed due to finding resources in site materials/supply budgets.

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 will be made to this Goal/set of metrics. The significant change to the actions/services has to do with the establishment of a parent center at the District Office that is intended to support the needs of families in accessing information and services to more effectively support their students. In addition to these investments, the District will also re-double its efforts to identify and support the needs of its Homeless students - due to their continued (relatively) high rates of suspension/expulsion - which caused the District to qualify for "Differentiated Assistance." This will include the annual identification of Homeless students at each school site and special intervention/support for by their respective school counselors. The District will work to monitor these students throughout the school year and provided them with resources/support as needed so that they are not suspended/expelled at the current rates.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Over the course of the 2017-2018 School year, the SMUHSD Superintendent and staff modified the pre-existing engagement strategy a bit to focus more explicitly on outreach facilitated by school sites given that it was a WASC (accreditation self-study and planning) year for all six comprehensive high schools. The District did much to equip school sites with the goals/metrics from the 2017-20 LCAP so as to inform these conversations and solicit an aligned set of feedback. Meanwhile, the District also continue to convene (in a more limited capacity) the following sets of stakeholders:

- LCAP Parent Advisory (referred to as the Budget Advisory Committee below) - comprised of the required Parent Advisory Committee representation as well as members of the broader community.
- LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across all of the district's school sites.
- School Site Councils (SSC's) across all sites.
- Site Leadership Teams (comprised of administrative and teacher leadership) across all school sites.
- English Learner Advisory Committees (ELAC's) across all school sites.
- Associated Student Body (ASB) Representatives - from across all school sites.
- Collective Bargaining Units - both classified and certificated.
- District Curriculum Coordinators
- Site administrators
- Superintendent's Cabinet and Council

1. [Sept. 2017—May 2018] Superintendent Skelly and district staff engaged key stakeholder groups starting with the establishment of his own goals with the SMUHSD Board of Education - aligned to the 2017-20 LCAP Goals. In addition, the staff conducted regular meetings with the PTA executive council and key staff for advisement, updates and feedback. with LCAP goals and student performance data included in topics of interest. [Data: Demographics of District and its schools; District GoalsLCFF priorities; metrics aligned to the state priorities and local goals;]

District and site leadership facilitated or had reported to them (by site administrative staff) the following meetings with site-based stakeholders:

2. [August 2017 – May 2018] Monthly School Site WASC/SSC/ELAC meetings, Student Council and Staff meetings & ELAC

8/1/2018 - Site Administrative Leadership teams engaged in preliminary analyses of their site-specific LCAP Metrics outcomes from the 2016-17 school year (Access, Achievement/Equity and Student Wellness) as part of the District Leadership Retreat

8/15/2017 - Site Analysis and Planning Day #1 for WASC - Site teams (staff, parents, and student representatives) reviewed site-specific data regarding all 23 (2017-2020) LCAP metrics and identified areas of strength/need across sites.

9/19/2017 - Site Administrative Leadership reviewed and identified areas of strength/need among the Achievement and Equity LCAP metrics (Goal #2) so as to prepare for WASC analyses in which they would engage their own school communities in preparation for WASC

10/9/2017 - Site Analysis and Planning Day #2 for WASC - Site teams (staff, parents and students) spent the day finalizing their "critical areas of need" (aligned to the LCAP Goals, Metrics and Actions/Services) so as to being the process of writing their WASC Action Plans (2018-21)

10/17/2017 - Site Administrative Leadership reviewed and identified areas of strength/need among the Student Wellness LCAP metrics (Goal #3) so as to prepare for WASC analyses in which they would engage their own school communities in preparation for WASC

Each School English Learner Advisory Committee also independently reviewed the LCAP data for EL's at their respective school site at meetings in Sept. and Oct. so as to provide information/feedback to site administrators about the key issues related to English Learners.

All of the Comprehensive School Sites had a three-day WASC visit in the spring of 2018 and was given feedback from an external panel ("visiting committee") or reviewers regarding their progress toward meeting the District LCAP Goals and aligned site goals:

- March 11-14, 2018 - AHS, CHS and HHS were reviewed by "Visiting Committee."
- March 18-21, 2018 - BHS, MHS and SMHS were reviewed by "Visiting Committee."

School sites then revised their new LCAP/WASC-aligned Single Plans for Student Achievement in the spring of 2018. During this process, site administrators affirmed their respective site's commitment to the LCAP Goals/Metrics/Actions & Services and had those issues endorsed by School Site Councils.

LCAP-aligned SPSA's (for 2018-19) were approved by the SMUHSD School Board on 5/24/2018. A stakeholder-informed process of revision will be undertaken in the fall of 2018 to ensure that the SPSA's reflect any refined priorities based on data from the 2018-18 school year which will become available in the summer/fall of 2018.

3. [October 2017—May 2018, 7 meetings] The District English Language Advisory Committee (DELAC) meets monthly and acts as the SMUHSD LCAP English Learner Parent Advisory Committee. Beginning in the fall of 2016, the SMUHSD Manager of EL and Compliance facilitated a series of meetings with the DELAC/ELPAC that yielded a new vision ("Our English Learner students are loved, supported, understood, and successful in our schools.") and set of key outcomes of the work of the DELAC going forward. The impact of this work is captured on the box to the right. What follows is a list of these dates and LCAP related activities:

10/27/2017 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to review key priorities for the year and continue to provide input into EL program priorities

11/17/2017 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to revisit the purpose of the LCFF/LCAP & outline 2016-19 LCAP Goals, Actions and Services in preparation for future annual update engagements

12/15/2017 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to continue ongoing monitoring of EL student needs and provide input

01/26/2018 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to continue ongoing monitoring of EL student needs and provide input

02/23/2018 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to continue ongoing monitoring of EL student needs and provide input

03/23/2018 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to revisit the purpose of the LCFF/LCAP & overview of 2016-19 LCAP Goals, Actions and Services - feedback was solicited

04/18/2018 - District English Learner Advisory Committee/LCAP English Learner Parent Advisory - met to continue ongoing monitoring of EL student needs and provide input

Essential feedback from the DELAC/ELPAC was responded to by the superintendent in writing and posted to the district website on the Accountability Page.

4. [August 2017—May 2018] Monthly meetings were convened and feedback was solicited from numerous district-wide staff committees (certificated staff) - Attendance & Welfare, Student Services, Instructional Services including teachers on special assignment in the areas of English, Math, Professional Development, Assessment & Data, Special Education, On Site Credit Recovery (OCSR), Instructional Technology, Career & Technical Education, content area curriculum councils (Social Studies, Health, World Language, Physical Education, Guidance, Library, AVID, GATE, Science, Visual and Performing Arts (VAPA), English Language Development (ELD), Guided Studies.) [Data Examined: LCFF priorities; CAASPP//CELDT 3-5 year trend results; Demographics of

District and its schools; District Goals; Attendance; Disciplinary; Civil Rights Data Collection; Post-Secondary Reports; Title III Accountability reports].

5. The District moved this year to re-name the LCAP Parent Advisory to the "LCAP Advisory" (it meets the LCAP statutory requirements for stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01) and has representatives from the broader community, and has been tasked with garnering input and participating in the cycle of reflection and review for the LCAP. In addition, to insure that all stakeholder voices from each targeted subgroup--foster youth, English Learners and low income were included, the public meeting invited students and parents from the community to participate with interpreters available. This Committee met on the following dates/times/purposes this year:

11/10/2017 - LCAP Parent Advisory Meeting #1 - used to revisit the purpose of the LCFF/LCAP & outline 2016-19 LCAP Goals, Actions and Services in preparation for future annual update engagements

05/17/2018 - LCAP Parent Advisory Meeting #2 - District shared draft 2017-2020 LCAP Measurable Outcomes and Actions/Services and solicited input from attendees

Essential feedback from the LCAP Parent Advisory was responded to by the superintendent in writing and posted to the district website on the Accountability Page.

6. District Leadership met individually with both bargaining units' leadership to answer questions and review the requirements of the LCAP as well as discuss progress, concerns and receive input. CTA and CSEA membership also participate in site-level meetings; i.e., School Site Council, ELAC, advisory committees, etc. The dates of the formal meetings between the district office and union representatives are as follows:

04/26/2018 - District Leadership met with Local Certificated Bargaining Unit (CA Teachers Association) to provide an Annual Update and consult on input from Teacher's Union Leadership.

05/10/2018 - District Leadership met with Local Classified Bargaining Unit (AFSCME) to provide an Annual Update and consult on input from the union's leadership.

06/02/2018 - District Leadership met with Local Classified Bargaining Unit (CSEA) to provide an Annual Update and consult on input from the union's leadership.

7. The district did not meet explicitly with student government members this year as student input/feedback was garnered through the WASC process.

8. The District presented to the board of education (formally) to inform them about progress and ultimately seek approval of the 2018-

21 LCAP. The following is the sequence of meetings regarding these engagements with the Board of Education:

9/28/2017: 2017-20 LCAP Goal #2 (Achievement and Equity Goal) update and an overview of how the District has integrated the LCAP Goals/metrics/actions and services into the WASC Self-study process.

10/26/2017: 2017-20 LCAP Goal 3 (Student Wellness and Parent/Family Engagement) Annual Update and feedback

11/16/2017: 2017-20 LCAP Goal 1 and Local Indicators Update

3/8/2018: 2017-20 LCAP Midyear Update including College and Career Indicator Overview and Update

06/7/2018: LCAP/Budget Public Hearing

6/23/2018: LCAP/Budget Approval

9. In addition to internal stakeholder engagements (above), the District met five times with the Networks for Success Team from the San Mateo County Office of Education as part of its compliance with Differentiated Assistance - due to Homeless students in the District not meeting their anticipated improvement targets related to Graduation Rate and their rates of Suspension and Expulsion. District leadership, including the Superintendent, met three times with SMCOE-N4S Staff to review the needs of Homeless Students and to identify next steps related to address their Graduation Rates and Suspension Rates. These meetings took place on the following dates:

12/21/2017: Review of the purpose and outcomes of the Differentiated Assistance Process

01/16/2018: Review of the data on Homeless Students in the SMUHSD and inventory of current strategies of support

01/29/2018: Review of the key best practices including MTSS

02/21/2018: Review next steps

04/13/2018: Final Meeting and confirmation of next steps

Impact on LCAP and Annual Update

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

1. These meetings convened by district leadership yielded broad endorsement of the actions and services outlined in the 2017-20 (current) and 2018-20 (revised) LCAP. However, these engagements (with both staff and the LCAP Parent Advisory/English Learner Parent Advisory/Broader community) also garnered some significant input/feedback about the following issues which are addressed in detail in Section 2 of this LCAP (specifically in the revised measurable outcomes identified across the three goals):

Overall, the main piece of feedback is that the district needs to refine and reduce the number of measurable outcomes it is monitoring. This continues to be a concern and the District will spend time during the 2018-19 school year identifying ways to refine its metrics.

In addition, at the LCAP Advisory meetings, stakeholders indicated the following explicit feedback to the District relative to each Goal:

Goal 1 - Access - Stakeholders offered the following ideas/suggestions during LCAP Parent Advisory and Site WASC meetings:

Training and support for mainstream teachers continues to be needed regarding:

- "What is English Language Development" and the needs of re-classified English Learner students

ELD teachers should have training in:

- Cultural sensitivity
- Open communication with the families
- Early interventions

The District Instruction team plans to take up addressing all of the needs identified above through its professional development offerings as well as through the ongoing implementation of a Multi-Tiered System of Support (MTSS)

With regard to the district goal around increasing staff diversity, the LCAP Advisory indicated the following:

- Professional barriers to entry may hinder diverse staff/teaching staff (need to do better outreach and inducement from among our own classified staff, potentially)
- Use of career center to help with placement in summer programs - internships-job fairs?

District HR Staff plan to pursue each of these ideas (Above related to recruitment) as it engages in outreach for the 2018-19 school year.

Goal 2-Achievement and Equity - Stakeholders offered the following ideas/suggestions during LCAP Parent Advisory and Site WASC meetings:

- The district continues to need a Comprehensive plan for data and assessment that is aligned to the CA Standards, new Social Science Framework and the Next Generation Science Standards - The District is committed to doing developing such a plan during the 2018-19 school year
- While the district has done some good work to define it Multi-tiered System of Support, it continues to need a more nimble and effective tiered intervention model (both academic and social/emotional) that is coherent and adequately/effectively staffed and more effectively accelerates the achievement of historically underserved students (Long-Term English Learners in particular)
- In addition to improved nimbleness of the intervention system, stakeholders also identified the need to affirm and implement a set of "universal" (common across all schools) practices/programs for intervention - both in terms of meeting the social emotional and academic needs of students - The District is committed to addressing this as part of its MTSS implementation
- Continue to work to establish a set of clear CTE pathways that facilitate student career-readiness and maintain faculty who are appropriately credentialed to implement these pathways - The District will continue to leverage the CTE Incentive Grant and General Fund resources to build and support its CTE efforts.
- Ensure that Summer School teachers are trained in "CM" and credit recovery - The District Does this each summer as part of its summer school program.
- Pay teachers who meet with failing students after school hours "flex"- The District considered this idea, but is unable to fund it for 2018-19. However it will continue to provide after-school tutoring options at all sites.
- Variable time for counselor to meet with families and students after school hours - The District considered this idea, but is unable to fund it for 2018-19.
- AP Boot Camp for low-income/Latino - drawing on the resources of AVID or similar programs - The District will considered this idea and will investigate implementation during the 2019-20 school year.
- Link community college to work/job classes - The District will implement this as part of its CTE improvment efforts during the 2018-19 school year (and beyond).
- Implement more peer tutoring (re-classified students) and instructional aids to promote ELD students better adjustment and academic success - The District will hire EL-focused After school tutors for the 2018-19 school year.
- Improve the incentives for peer tutors - The District considered this idea, but is unable to fund it for 2018-19. However, it has

prompted school sites to do more targeted outreach to a diversity of tutors for the 2018-19 school year.

Goal 3- Student Wellness and Family Engagement - Stakeholders offered the following ideas/suggestions during LCAP Parent Advisory and Site WASC meetings:

- While it has been good that the District has put in place a new set of social-emotional supports, it needs to continue to shore up these new resources and ensure that they are effectively deployed to all students, especially our unduplicated student groups. The District will continue to work on refining and effectively deploying its wellness staff.
- Parents continue to need training on LCAP (and other committees/plans, like the SPSA in the district) - in different languages - The District will do more outreach to families in the 18-19 school year regarding the LCAP and its foci.
- We need improved Communication by Guidance Counselors to parents - The District's work to norm and support the ASCA (School Counseling) model will support this need identified by stakeholders.

As a consequence of this stakeholder input, the measurable outcomes and actions/services in the 2018-20 LCAP have been changed to address these newly codified concerns. As indicated above, details of these initiatives can be seen in Section 2 (2018-2020 Plan) of this LCAP.

2.1 Stakeholders (site staff, community members, students and parents) on the site leadership and School Site Councils agreed that needs and goals should remain focused on student achievement and counseling for college and career advisement. The English Learner Parent Advisory Committee (DELAC), reported high satisfaction with Parent Involvement Coordinators and educational workshops that have been implemented in 2017-18 - especially the "Adelante" Event held at SMHS in April 2018. Actions and services have been expanded to include increased numbers of families participating in PIQE workshops as well.

3. DELAC/EL Parent Advisory provided input for the Annual Update on 3/22/17 (and through their representatives on the LCAP Parent Advisory/BAC), and that their recommendations and needs are represented in any revisions for Section 2 , as well as in determining the measures or metrics that will more effectively show improved progress for our district's English Learners and program improvements needed. The DELAC/EL Parent Advisory put forward the following requests for support at their presentation to the Board of Education on April 21, 2016:

Regarding EL Student academic support:

1. Academic tutoring specifically for ELD students
2. Communication with parents on progress of students beyond grades
3. ELD students should have the same access to classes (core and elective) as mainstream students.
4. Smaller class sizes in ELD and sheltered core classes.
5. An increased focus on Long-Term English learner students (LTELs).

Regarding Student social-emotional well-being:

1. Helping ELD students become more integrated into the school community.
2. All sites need bilingual mental health therapists and academic counselors.
3. We would like to see more staff that reflect the student population and who are bilingual.

Regarding Parent Support:

1. EL parents are interested in taking evening classes (such as English and Computer/Technology)
2. More clear communication and education on US school processes & culture.
3. Parent information center at the district office OR in each school where information is accessible in various languages.

The district has integrated some of these ideas into the 2018-20 LCAP. Specifically, the emphasis on more paid time for Family Engagement Coordinators, a parent center and tutoring targeting EL's (IDENTIFY WHERE)

4. Twice-monthly administrative Leadership meetings were utilized to review the eight State priorities and alignment with site goals as outlined in Single Plans for Student Achievement (SPSA). Collaborative discussions focused on identifying existing measures for student achievement and new measures in light of the transition to CAASPP. Site teams developed strategies to include these priorities and metrics in Single Plans for Student Achievement (school site plans). Site groups also determined gaps in data collection for Goal 3—parent and student involvement measures with need expressed for more accurate collection methods including both qualitative surveys and quantitative data; i.e., club involvement for students. While the Healthy Kids Surveys are helpful, these are only administered to 9th and 11th grade students; thus requiring additional and more comprehensive surveys or measurement methods to be developed.

4.1 Weekly reports to Superintendent from Instructional Services and Attendance & Welfare Departments allowed for ongoing updates and monitoring of student progress, program evaluations, student engagement including truancy, suspension and disciplinary data, state and federal updates, and site student activities. This provided data for the LCAP's Section 2. Annual Update and input on continuing or expanding actions and services for this year's plan. Both qualitative and quantitative data from the site level to the district level that is included in site SPSAs and SARCs have informed the revision of the LCAP and necessary goal revisions as well.

5. LCAP Parent Advisory input affirmed the progress on Year 1 Actions and services with recommendations to continue and/or in these areas:

- 5.1 Continued vigilance regarding redressing District/School Achievement Gaps
- 5.2 Continue good start that has begun to implement a Multi-Tiered system of Support (MTSS) for all students
- 5.3 Need to a more consistent approach to addressing all students' social-emotional needs, not just those receiving one-on-one support from counseling/mental health staff
- 5.4 Continue to improve outreach to parents/students to help them understand the purpose and outcomes of the LCAP - in the various languages of the families the district serves

6.1. CTA continues to recommend improving the site communication of the LCAP goals through principals; i.e., staff meetings, etc.

Another concern was in the draft's measurable goals and whether these were reasonable and attainable. Recommendation was to re-evaluate and establish communication procedures specific to the goals of the LCAP and their relationship to annual site plans and work. The preliminary budget summary was discussed as well, with recommendations given on reconciling year-to-year totals. These recommendations were implemented.

6.2 CSEA recommended continued communication and validated progress on actions and services included in the prior year's LCAP. They identified services to continue and/or expand in Goals 2 and 3 in these areas: Continued support of classified positions such as Parent Involvement Coordinator and added support for attendance personnel; working with CSEA leadership to review and evaluate efficiency in support areas of Safety Resource Officers and attendance positions; continued training and professional development for all staff including opportunities for job-alikes to train on skills specific to their positions.

7. The District Did not meet with Student Govt. Directly this year, but the main focus of feedback from students garnered during the WASC process was the continued need to provide students with social-emotional supports and strategies for lowering stress.

8. The District received continued support for its metrics and continued vigilance on narrowing its achievement gaps from the School Board.

9. As a consequence of the Differentiated Assistance Process with SMCOE, the District has new systems and processes in place to identify and monitor the needs of Homeless students. Also, it has examined its policies related to suspensions/expulsion of students and will have more alternatives to suspension going forward.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

SMUHSD will provide high quality teaching and learning environments to all students by:

- Providing 21st Century facilities & learning tools (digital and analog) to all students
- Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development
- Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEA Plan 1a,1b; 3; 5a,5b

Identified Need:

While the the facilities, staff and infrastructure of the SMUHSD are generally of high quality, we have an interest in continuously improving our services - especially as relates to our Unduplicated Pupils and their experiences both in and out of the classroom. We have identified the following areas of need regarding the provision of high quality learning environments from analyses of both survey and input data from stakeholders:

1. We need to continue to provide high quality professional development to staff and work to improve the differentiation of that training so that it is as personalized and relevant to their needs - both certificated and classified. We will also engage staff in training that is explicitly intended to support their work with our unduplicated pupil populations (English Learners, Long-term English Learners, Low Income students and our Foster Youth and Homeless Students).
2. In addition to the work to continuously improve the skills and knowledge of our staff, we will also continue to invest in high-quality, standards-aligned instructional materials for our students. We have been slow to adopt new materials because we have not felt that

many had yet been developed to support the rigor and shift of the new CA Standards and Next Generation Science Standards. We now believe that there are better-aligned materials and look forward to adopting them so as to support our staff and students in attaining the full rigor of the new standards.

3. Furthermore, we will also continue to build access to and ensure the effectiveness of our digital learning devices, infrastructure and experiences for students - especially for "unduplicated" student populations. We will continue to leverage the twice-annual survey we commission from Bright Bytes to gauge progress on student access and impact of these important 21st Century learning tools - especially as relates to our high-priority student subgroups.

4. Finally, we have also reviewed our data about access to our most rigorous courses (Advanced Placement and International Baccalaureate courses) and have found that our historically underserved students continue to lag behind their other subgroup counterparts in participation rates in these courses. We look to continue to ensure that our students have access and then are successful in these important and rigorous course offerings. In addition, we have found that while many of our students enroll in one year of Career Technical Education (since it is a district requirement), they do not enroll in the two-year sequence that ensures that they have valid and accessible access to career options at the end of high school. We know that this would be a viable option for some students and would like to increase their post-secondary options. This is all ultimately contingent on the provision of high-quality academic counseling services. We continue to need to provide high-quality academic counseling to students and their families to effectively guide and monitor student progress through out schools.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education. (Basics)	A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.	A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.	A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.	A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.
B. Highly Qualified Teachers: The percentage of teachers	B. Highly Qualified Teachers: 95.4% of Teachers were "Highly	B. Highly Qualified Teachers: The percentage of teachers	B. Highly Qualified Teachers: The percentage of teachers	B. Highly Qualified Teachers: The percentage of teachers

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
designated as “highly qualified” (fully credentialed in their subject area) will be maintained at 100% as indicated by district internal monitoring regime.	Qualified in 2016-17	designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime.	designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime.	designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime.
C. Certificated Staff Diversity: The district will work to ensure that the District’s faculty diversity reflects the demographics of the district.	C. Certificated Staff Diversity: Currently 75.2% of SMUHSD Certificated faculty are White, while 24.8 are Non-White/Multiple Race.	C. Certificated Staff Diversity: The District will increase by 3% the number of non-White/Multiple race faculty in 2017-18 so that 27.8% of the faculty are non-White/Multiple race at the beginning of the 2018-19	C. Certificated Staff Diversity: The District will increase by another 3% the number of non-White/Multiple race faculty in 2017-18 so that 30.8% of the faculty are non-White/Multiple race at the beginning of the 2019-20	C. Certificated Staff Diversity: The District will increase by another 3% the number of non-White/Multiple race faculty in 2017-18 so that 33.8% of the faculty are non-White/Multiple race at the beginning of the 2020-21.
D. Student access to and enrollment in rigorous course-work: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses. <ul style="list-style-type: none"> AP/IB Enrollment Goal: increase 	D. Student access to and enrollment in rigorous course-work: 11th/12th Graders enrolled in at least one AP/IB Course: <ul style="list-style-type: none"> 44% overall 2% of EL's in ELD 9% of EL's not in ELD 44% of Reclassified EL's 24% of Low Income 10% of Foster Youth 	D. Student access to and enrollment in rigorous course-work: The District will increase 11th/12th grade student enrollment as follows: <ul style="list-style-type: none"> 3% overall 7% for EL's in ELD 7% of EL's not in ELD 3% of Reclassified EL's 7% of Low Income 7% of Foster Youth 	D. Student access to and enrollment in rigorous course-work: The District will increase 11th/12th grade student enrollment in AP/IB courses as follows: <ul style="list-style-type: none"> 3% overall 7% for EL's in ELD 7% of EL's not in ELD 3% of Reclassified EL's 7% of Low Income 7% of Foster 	D. Student access to and enrollment in rigorous course-work: The District will increase 11th/12th grade student enrollment in AP/IB courses as follows: <ul style="list-style-type: none"> 3% overall 7% for EL's in ELD 7% of EL's not in ELD 3% of Reclassified EL's 7% of Low Income 7% of Foster

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders by 10%	<ul style="list-style-type: none"> • 23% Latino • 22% Pacific Islander 	<ul style="list-style-type: none"> • 7% Latino • 7% Pacific Islander 	Youth <ul style="list-style-type: none"> • 7% Latino • 7% Pacific Islander 	Youth <ul style="list-style-type: none"> • 7% Latino • 7% Pacific Islander
E. Implementation of state standards: The district will ensure that ALL students have access to the CA Standards through an annual audit of classroom syllabi and the alignment of those syllabi to state standards in the respective content area.	E. Implementation of state standards: The district established a baseline during the 2017-18 school year of standards implementation via an (annual) audit of classroom syllabi.	E. Implementation of state standards: The district baseline of classroom syllabi with standards alignment was established at 92%.	E. Implementation of state standards: The district's growth target for 2018-19 is 95% (of syllabi will align to the state standards in each of the four core subject areas).	E. Implementation of state standards: The district's growth target for 2019-20 is 100% (of syllabi will align to the state standards in each of the four core subject areas).
F. Ensuring all students are College and Career Ready: The district will set targets in 2017-18 for ALL students and	F. Ensuring all students are College and Career Ready: The District will set a baseline (and growth goals) for this	F. The District will set a growth target for the College and Career Readiness metric during 2018-19, in line with that	F. The District will set a growth target for the College and Career Readiness metric during 2018-19 school year, in	F. The District will set a growth target for the College and Career Readiness metric during 2018-19 school year, in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders) meeting the “prepared” level on CA’s new College and Career Readiness Indicator. What follows is a summary of the elements of this indicator:</p> <ul style="list-style-type: none"> Career Technical Education (CTE) Pathway Completion plus one of the following <p>criteria:</p> <ul style="list-style-type: none"> Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area One 	<p>College and Career Readiness metric during 2017-18, in line with that set by the California Department of Education - in consultation with the CA State Board of Education. This will include a metric for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders). While the State established baseline data for the CCI in the fall of 2017 (60.3% of students were deemed "prepared"), there were significant gaps in performance for the following groups of students and the District will set targets in line with state expectations when they are established in the fall of 2018. What follows are the percentages of students deemed "prepared" in the class of 2017 among our unduplicated pupil subgroups:</p> <ul style="list-style-type: none"> English 	<p>set by the California Department of Education - in consultation with the CA State Board of Education.</p>	<p>line with that set by the California Department of Education - in consultation with the CA State Board of Education.</p>	<p>line with that set by the California Department of Education - in consultation with the CA State Board of Education.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)</p> <ul style="list-style-type: none"> At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments Completion of two semesters/three quarters of Dual Enrollment (200+ level course) <p>with a passing grade (Academic and/or CTE subjects)</p> <ul style="list-style-type: none"> Passing Score on two Advanced Placement (AP) Exams or two International <p>Baccalaureate (IB)</p>	<p>Learners (281 Students), 22.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE</p> <ul style="list-style-type: none"> Homeless Students (48 students), 27.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE Socioeconomically Disadvantaged (603 students), 33.8% were "prepared" - That was designated as a "Low" level of preparedness by CDE Students with Disabilities (214 students), 10.7% were "prepared" - That was designated as 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Exams</p> <ul style="list-style-type: none"> Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria: <ul style="list-style-type: none"> CTE Pathway completion Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" <p>on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area</p> <ul style="list-style-type: none"> One semester/two quarters of Dual Enrollment with passing grade <p>(Academic/CTE subjects)</p>	<p>a "Low" level of preparedness by CDE</p> <ul style="list-style-type: none"> African American Students (22 students), 22.2%% were "prepared" - That was designated as a "Low" level of preparedness by CDE Hispanic/Latino Students (573 students), 33.5% were "prepared" - That was designated as a "Low" level of preparedness by CDE Pacific Islander Students (47 students), 21.3% were "prepared" - That was designated as a "Low" level of preparedness by CDE 			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Passing score on one AP Exam OR on one IB Exam				
G. The District will ensure that 50+% of students with IEP's are spending at least 80% of their time in school in general education settings.	G. The District currently has 36% of students with IEP's spending at least 80% of their school day in General Education settings.	G. New metric in 2018-19 - Not applicable in 2017-18.	G. The District will in 2018-19 increase by 7% the percentage of students with IEP's who spend at least 80% of their school day in General Education settings.	G. The District will in 2019-20 increase by additional 7% the percentage of students with IEP's who spend at least 80% of their school day in General Education settings.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>1. The district provides a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes:</p> <p>A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs.</p> <p>B. High quality counseling staff that provide high quality counseling services to all students.</p> <p>C. High quality classified staff that provide support for the operation of the district.</p> <p>D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff.</p> <p>E. High Quality Instructional Materials are provided to every student, including a comprehensive, research-based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient.</p>	<p>A. High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education. (Basics).</p> <p>Progress:</p> <ul style="list-style-type: none"> • Basic Services - Met state expectations • 100% of sites reported good/excellent on 2017-18 FIT Reports 	<p>1. The district provides a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes:</p> <p>A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs.</p> <p>B. High quality counseling staff that provide high quality counseling services to all students.</p> <p>C. High quality classified staff that provide support for the operation of the district.</p> <p>D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff.</p> <p>E. High Quality Instructional Materials are provided to every student, including a comprehensive, research- based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient.</p> <p>F. The district provides and array of Services and Other Operating Expenditures the ensure the efficient</p>

F. The district provides an array of Services and Other Operating Expenditures to ensure the efficient operation of the district on a day-to-day basis.

G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.

operation of the district on a day-to-day basis.

G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$47,295,810.28	\$50,247,481	\$52,455,553
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6).	1000-1999: Certificated Personnel Salaries 1A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6).	1000-1999: Certificated Personnel Salaries 1A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6).
Amount	\$0.00	\$0.00	\$0.00
Budget Reference	1B. High quality Guidance Counseling staff (over 2018-19) [included in the budget for Certificated personnel above]	1B. High quality Guidance Counseling staff [included in the budget for Certificated personnel above]	1B. High quality Guidance Counseling staff [included in the budget for Certificated personnel above]

Amount	\$16,489,748.40	\$17,189,153	\$21,157,140
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6).	2000-2999: Classified Personnel Salaries 1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6).	2000-2999: Classified Personnel Salaries 1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6).
Amount	\$22,480,877.66	\$24,947,003	\$27,075,085
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 1D. The provision of employee benefits to all staff, NOT including SPED staff.	3000-3999: Employee Benefits 1D. The provision of employee benefits to all staff.	3000-3999: Employee Benefits 1D. The provision of employee benefits to all staff.
Amount	\$4,537,734.00	\$4,985,814	\$4,402,556
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6).	4000-4999: Books And Supplies 1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6).	4000-4999: Books And Supplies 1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6).
Amount	\$7,683,670.45	\$6,204,489	\$5,838,447
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6).	5000-5999: Services And Other Operating Expenditures 1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6).	5000-5999: Services And Other Operating Expenditures 1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6).

Amount	\$0.00	\$0.00	\$0.00
Budget Reference	1G. District Technology Infrastructure. Included in the overall budgeted expenditures above.	1G. District Technology Infrastructure. Included in the overall budgeted expenditures above.	1G. District Technology Infrastructure. Included in the overall budgeted expenditures above.

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

2. Implement SMUHSD Certificated Professional

Development Plan (aligned to Goal 1B):

A. Trainings will be provided for all site administrators and district/site Curriculum Coordinators on elements of SMUHSD Instructional Framework (and then similar

2018-19 Actions/Services

B. Highly Qualified Teachers: The percentage of teachers designated as "highly qualified" (fully credentialed in their subject area) will be maintained at 100% as indicated by district internal monitoring regime.

Progress:

2019-20 Actions/Services

2. Implement SMUHSD Certificated Professional

Development Plan (aligned to Goal 1B):

A. Training will be provided for all site administrators and district/site Curriculum Coordinators on elements of SMUHSD Instructional Framework (and then similar

trainings to be conducted when/where relevant to

departments). This includes explicit training on the Constructing Meaning strategies for supporting all

students, but especially EL's and LTEL's with the rigorous listening/speaking and reading/writing demands of the CA Standards. What follows is a summary of the topics to be addressed:

- Instructional Framework & General PD foci for all teachers:
- Strategies to support Long Term EL's and all students in reaching college/career language & literacy

readiness (Constructing Meaning)

- Transition to new Learning Management System (LMS - Canvas)
- Framework/Materials/ Courses of Study development
- Social Emotional Learning support for students in the classroom (Kognito and more) &/or Culturally Responsive Teaching Training
- Guidance Counselor norming and training on referral consistency/best practices, including training how to use the Student Information System to monitor and implement appropriate interventions
- Continued training on how to communicate about and manage student intervention in the

- 100% of teachers with appropriate credentials & Highly Qualified

trainings to be conducted when/where relevant to

departments). The District will continue the work continued in 2018-19 and then add to it PD on the

following topics:

- Cultural Responsiveness
- Blended Learning
- Revisiting Professional Learning Community Best Practices

B. Continue to provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites.

C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with teachers on formal

evaluation (both probationary and veteran teachers). In March 2020, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the structure/process of the IC program and make appropriate adjustments.

D. Continue implementation of the "New Teacher" Professional Development program that includes PD on

Cultural Responsiveness and alignment with the CA Beginning Teacher Support

Student

Information System (Aeries)

B. Continue to provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites.

C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 160-185 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2018, the district (in collaboration with the PAR committee and the Board of Education) will

evaluate the long-term structure/process of the IC program.

D. Continue implementation of the "New Teacher" Professional Development program that includes PD on

Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program.

E. Continue to provide and support Professional Development Coordinators at the district and site levels.

F. Support four district-wide professional development Days (student release):

- Monday, August 14, 2017: School

and Assessment Program.

E. Continue to provide and support Professional Development Coordinators at the district and site levels.

F. Support four district-wide professional development Days (student release days):

- Dates to be determined

site priorities focused - WASC (all day) • Monday, February 5, 2018: Curriculum Councils/Departments (all day) • Tuesday, February 6, 2018: School site priorities focused (all day) • Monday, April 23, 2018: District-wide Teaching and Learning Academy (all day)		
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$0	\$0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2A. Instructional Framework PD for various Staff [Goal: 9120]	1000-1999: Certificated Personnel Salaries 2A. PD for various certificated Staff on content related to SMUHSD Instructional Framework [Goal: 9120] - cost is included in overall certificated salary/benefits.	1000-1999: Certificated Personnel Salaries 2A. PD for various certificated Staff on content related to SMUHSD Instructional Framework [Goal: 9120] - cost is included in overall certificated salary/benefits.
Amount	\$5,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 2B. PLC Support [Goal 9120]	4000-4999: Books And Supplies 2B. PLC Support [Goal 9120]	4000-4999: Books And Supplies 2B. PLC Support [Goal 9120]

Amount	\$0.00	\$0.00	\$0.00
Budget Reference	1000-1999: Certificated Personnel Salaries 2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1).	1000-1999: Certificated Personnel Salaries 2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1).	1000-1999: Certificated Personnel Salaries 2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1)
Amount	\$40,000	\$50,000	\$60,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2D. New Teacher Professional Development [Goal: 1723]	5800: Professional/Consulting Services And Operating Expenditures 2D. New Teacher Professional Development [Goal: 1723]	5800: Professional/Consulting Services And Operating Expenditures 2D. New Teacher Professional Development [Goal: 1723]
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2E. District and Site PD Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1).	1000-1999: Certificated Personnel Salaries 2E. District and Site PD Coordinators [Goal 9120] - - costs captured in overall certificated FTE expenditures (base program costs - Action 1).	1000-1999: Certificated Personnel Salaries 2E. District and Site PD Coordinators [Goal 9120] - - costs captured in overall certificated FTE expenditures (base program costs - Action 1).
Amount	\$100,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2F. District-wide PD Days [Goal 9120]	5000-5999: Services And Other Operating Expenditures 2F. District-wide PD Days [Goal 9120]	5000-5999: Services And Other Operating Expenditures 2F. District-wide PD Days [Goal 9120]

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

3. Implement the SMUHSD Classified Professional Development Plan:

A. Training for all district classified staff at 2 professional development days:

- August 14/15, 2017
- April 23, 2018

Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.

2018-19 Actions/Services

C. Certificated Staff Diversity: The district will work to ensure that the District's faculty diversity reflects the demographics of the district.

Progress:

Non-white District staff/Multiple Race faculty is 27.8% in 2017-18

2019-20 Actions/Services

3. Implement the SMUHSD Classified Professional Development Plan:

A. Training for all district classified staff at 2 professional development days:

- To be determined

Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$251,087	\$75,087	\$60,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3A. Classified Professional Development	5800: Professional/Consulting Services And Operating Expenditures 3A. Classified Professional Development	5800: Professional/Consulting Services And Operating Expenditures 3A. Classified Professional Development

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

4. Implement the SMUHSD Instructional Technology plan:
A. Continue to support and Implement the

2018-19 Actions/Services

D. Student access to and enrollment in rigorous course-work: The district will close the enrollment gap between unduplicated pupils and the average percentage of other

2019-20 Actions/Services

4. Implement the SMUHSD Instructional Technology plan:
A. Support and Implement the new and

new and ongoing 1:1 Teacher Chromebook Cart Program (23 New Carts in 2017-18) & purchase new laptops for faculty at HHS; AHS and SMHS.

B. Continue pilot implementation of new Learning Management System (LMS - Canvas). Pilot LMS with 80-100 teachers. Also begin transition and training for all staff on use of Student Information System (SIS-Aeries) for tracking, documenting and monitoring interventions. Provide PD for all certificated staff on the two new systems.

C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.

subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders by 10%.

Progress:

Increased access to rigorous coursework was found overall (2% points) and for the following targeted subgroups (reported in percentage points)-

- Latino - increase of 4.3% over a two-year change
- English Learners not in ELD - increase of 1.6% over a 1-year change
- Long-Term English Learners - increase of 4.3% over a 1-year change
- RFEP - 3.3% increase over a 2-year change
- Homeless/Foster-Youth - increase of 3.8% over a 1-year change
- Students with Disabilities - increase of 1.5% over a 2-year change

ongoing 1:1 Teacher Chromebook Cart Program (25 New Carts in 2019-20).

B. Full implementation of new Learning Management System (LMS - Canvas) & Student Information System for Intervention management with all certificated staff and students/families.

C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$215,000	\$333,000	\$330,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies 4A. Computer Carts (23 carts with 35 Chromebooks equally distributed to 7 sites)	4000-4999: Books And Supplies 4A. Computer Carts (33 carts with 35 Chrome books proportionally distributed to all 7 sites)	4000-4999: Books And Supplies 4A. Computer Carts (20 carts with 35 Chromebooks equally distributed to 7 sites)
Amount	\$50,000	\$90,000	\$90,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 4B. LMS Licenses [Goal: 1801]	4000-4999: Books And Supplies 4B. LMS Licenses [Goal: 1801]	4000-4999: Books And Supplies 4B. LMS Licenses [Goal: 1801]
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1).	4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). Each Comprehensive site will have 0.6 FTE devoted to this staffing and PHS will have 0.2 FTE.	4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1)

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students.

2018-19 Actions/Services

E. The District will ensure that 50+% of students with IEP's are spending at least 80% of their time in school in general education settings.
(New metric, status will be reported for the 2018-19 school year.)

2019-20 Actions/Services

5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 5. Transportation [Goal 1110]	5000-5999: Services And Other Operating Expenditures 5. Transportation [Goal 1110]	5000-5999: Services And Other Operating Expenditures 5. Transportation [Goal 1110]

Action 6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

6. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to unduplicated students and their families.

2018-19 Actions/Services

F. Implementation of state standards: The district will ensure that ALL students have access to the CA Standards through an annual audit of classroom syllabi in core courses and the alignment of those syllabi to state standards in their respective content area.

Progress:

The District has found that 92% of syllabi make explicit reference to the state standards in the scope and sequence/outcomes described in the syllabi. (Goal = 100%)

2019-20 Actions/Services

6A. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to unduplicated students and their families.

6B. The District MTSS Coordinator will continue to train the School Counseling Teams across all school sites to implement the Best Practices identified in the ASCA School Counseling model. This will include training on how to effectively and systematically identify students for (academic, behavioral and wellness) intervention and then monitor student performance/progress. This action is resources to pay for Counselor time for training as well as potential conference attendance among school counseling teams.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	0.00	0.00
Budget Reference	6A. Academic counselor expenditures captured in Goal 1 - Action/Service #1B	6A. Academic counselor expenditures captured in Goal 1 - Action/Service #1B	6A. Academic counselor expenditures captured in Goal 1 - Action/Service #1B
Amount	\$0.00	\$10,000	\$10,000
Source		Base	Base
Budget Reference	NA - this action did not exist in 2017-18	1000-1999: Certificated Personnel Salaries 6B. School Counselor Training.	1000-1999: Certificated Personnel Salaries 6B. School Counselor Training.

Action 7

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners

LEA-wide

All Schools

Actions/Services

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

7. Continue to provide part-time EL Specialists at all sites to monitor and

2018-19 Actions/Services

2019-20 Actions/Services

7. Continue to provide part-time EL Specialists at all sites to monitor and

support the academic needs of EL students at all school sites.

support the academic needs of EL students at all school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1).	2000-2999: Classified Personnel Salaries 7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1).	2000-2999: Classified Personnel Salaries 7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1).

Action 8

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

8. Provide high quality instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.

2018-19 Actions/Services

G. Ensuring all students are College and Career Ready: The district will set targets in 2017-18 for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders) meeting the “prepared” level on CA’s new College and Career Readiness Indicator. What follows is a summary of the elements of this indicator:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment (200+ level course) with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International
- Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC)

2019-20 Actions/Services

8. Provide high quality digital instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.

- a-g criteria plus one of the following criteria:
- CTE Pathway completion
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
 - Passing score on one AP Exam OR on one IB Exam

Progress:

60.3% were "prepared" college/career-ready for Class of 2016. (Target = 75% for Class of 2020.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$150,000	\$150,000	\$150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Instructional Materials/digital licenses [Goal 1801]	4000-4999: Books And Supplies Instructional Materials/digital licenses [Goal 1801]	4000-4999: Books And Supplies Instructional Materials/digital licenses [Goal 1801]

Action 9

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

9. Provide site-based professional development at each school site.
A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.

2018-19 Actions/Services

2019-20 Actions/Services

9. Provide site-based professional development at each school site.
A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$30,000	\$30,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 9A. Site-Based Professional Development [Goal: 9120]	5000-5999: Services And Other Operating Expenditures 9A. Site-Based Professional Development [Goal: 9120]	5000-5999: Services And Other Operating Expenditures 9A. Site-Based Professional Development [Goal: 9120]

Action 10

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

Students to be Served:

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

Location(s):

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

All	All Schools
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OR

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

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

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
10. Human resources will conduct hiring outreach activities for candidates who reflect student population.		10. Human resources will conduct hiring outreach activities for candidates who reflect student population.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No cost	No Cost	No cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

The SMUHSD will increase academic expectations and performance to create college and career-ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEAP: 1a,1b,2a,2b,2c,5a,5b,5c

Identified Need:

Through extensive review of overall and student subgroup grade, GPA, A-G readiness, Graduation Rate and CAASPP results (spring 2016), the district and key stakeholders have determined that the district must redouble its efforts to provide a more effective set of academic interventions and CA Standards-aligned program to all students in need. This necessitates the continued evolution of our district toward a more robust data and assessment regime - driven by standards-based planning among teachers in our departments, and work to continue to refine and deepen our departmental practices that lead to improved student outcomes - especially among our historically underserved students. As evidenced in our annual update, our achievement continues to be generally good in the aggregate, but also shows persistent and significant gaps in achievement across subgroups - especially among out English Learners, Long-term English Learners and Low Income students. This is all in spite of the fact that we have invested (and will continue to in this plan) significant resources in the strategic and intensive intervention courses and Guided Studies classes at all of our school sites. This plan aims to take on those gaps more directly and intentionally - through implementation of a more universal (across all school sites) and coordinated Multi-Tiered System of Support. This new MTSS system will include some ongoing initiatives as well as some new initiatives to shore up the systems of support.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>A. Improving A-G Completion: The District will improve A-G completion overall and increase attainment among key subgroups: All students from 61% in 2016 to 75% for Class of 2020 (14% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 3% in 2020 The district will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence in 2017-20.</p>	<p>A. The District will improve A-G completion overall and increase attainment among key subgroups:</p> <p>Current Baseline:</p> <ul style="list-style-type: none"> • Overall: 61% • EL in ELD: 5% • EL not in ELD: 8% • Low-Income: 42% • Foster/Homeless Youth: 33% • Special Education: 6% • Latino: 32.5% • Pacific Islander: 29% 	<p>A. Improving A-G Completion:</p> <ul style="list-style-type: none"> • The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18. • The district will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence in 2017-20. 	<p>A. Improving A-G Completion:</p> <ul style="list-style-type: none"> • The district will increase by 5% more the overall percentage of students meeting A-G Requirements in 2018-19 • The district will increase by 5% more (over 17-18), the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence. 	<p>A. Improving A-G Completion:</p> <ul style="list-style-type: none"> • The district will increase by 6% more the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 3% in 2020 • The district will increase by 5% more (over 18-19), the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence in 2017-20.
B. Reduction in D/F Rates: Improvement in	B. Reduction in D/F Rates: Improvement in	B. Reduction in D/F Rates: Improvement in	B. Reduction in D/F Rates: Improvement in	B. Reduction in D/F Rates: Improvement in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>percentage of students achieving “C-” or better grades overall and among our student subgroups:</p> <ul style="list-style-type: none"> The district will increase by 3% the overall number of 9th grade students receiving a <p>“C-” grade (or better) in English I (fall 2017). In addition the District will increase by</p> <p>5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in</p> <p>English I</p> <ul style="list-style-type: none"> The district will increase by 4% the overall number of 9th grade students receiving a 	<p>percentage of students achieving “C-” or better grades overall and among our student subgroups in English I and Algebra I (9th Grade).</p> <p>Current Baseline, English I:</p> <ul style="list-style-type: none"> Overall: 91% EL: 73% Low-Income: 79% Foster/Homeless Youth: 71% Special Education: 77% Latino: 82% Pacific Islander: 80% <p>Current Baseline, Algebra I:</p> <ul style="list-style-type: none"> Overall: 85% EL: 78% Low-Income: 78% Foster/Homeless Youth: 43% Special Education: 67% Latino: 79% Pacific Islander: 79% 	<p>percentage of students achieving “C-” or better grades overall and among our student subgroups:</p> <ul style="list-style-type: none"> The district will increase by 3% the overall number of 9th grade students receiving a <p>“C-” grade (or better) in English I (fall 2017). In addition the District will increase by</p> <p>5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in</p> <p>English I</p> <ul style="list-style-type: none"> The district will increase by 4% the overall number of 9th grade students receiving a 	<p>percentage of students achieving “C-” or better grades overall and among our student subgroups:</p> <ul style="list-style-type: none"> The district will increase by 3% the overall number of 9th grade students receiving a <p>“C-” grade (or better) in English I (fall 2017). In addition the District will increase by</p> <p>5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in</p> <p>English I</p> <ul style="list-style-type: none"> The district will increase by 4% the overall number of 9th grade students receiving a 	<p>percentage of students achieving “C-” or better grades overall and among our student subgroups:</p> <ul style="list-style-type: none"> The district will increase by 3% the overall number of 9th grade students receiving a <p>“C-” grade (or better) in English I (fall 2017). In addition the District will increase by</p> <p>5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade or better in</p> <p>English I</p> <ul style="list-style-type: none"> The district will increase by 4% the overall number of 9th grade students receiving a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>“C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by</p> <p>6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in</p> <p>Algebra I (fall 2017).</p>		<p>“C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by</p> <p>6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in</p> <p>Algebra I (fall 2017).</p>	<p>“C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by</p> <p>6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in</p> <p>Algebra I (fall 2017).</p>	<p>“C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by</p> <p>6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education,</p> <p>Latino and Pacific Islander 9th grade students receiving a “C-” grade (or better) in</p> <p>Algebra I (fall 2017).</p>
<p>C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).</p>	<p>C. Increasing Number of 10th Graders “On-track” (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher). Current Baseline:</p> <ul style="list-style-type: none"> • Overall: 83% • EL: 47% • Low-Income: 69% • Foster/Homeless Youth: 38% • Special Education: 55% • Latino: 68% • Pacific Islander: 	<p>C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).</p>	<p>C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).</p>	<p>C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track” means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	64%			
<p>D1. Increased AP Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on AP tests (the number of students who achieve a passing score on at least one AP exam). In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on AP tests (the number of unique students who achieve a passing score on at least one AP exam).</p> <p>D2. Increased IB Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on IB tests (the number of students who achieve a passing score on at least one IB exam). In addition, the district will</p>	<p>D1. Increased AP Achievement:</p> <ul style="list-style-type: none"> Overall: 82% EL: 75% Low-Income: 77% Foster/Homeless Youth: 100% Special Education: 0 - n/a Latino: 78% Pacific Islander: 40% <p>D2. Increased IB Achievement:</p> <ul style="list-style-type: none"> Overall: 82% EL: 85% Low-Income: 89% Foster/Homeless Youth: 0 - n/a Special Education: 100% Latino: 83% Pacific Islander: 88% 	<p>D1. Increased AP Achievement:</p> <ul style="list-style-type: none"> Overall: 83% EL: 78% Low-Income: 77% Foster/Homeless Youth: 100% Special Education: 0 - n/a Latino: 78% Pacific Islander: 40% <p>D2. Increased IB Achievement:</p> <ul style="list-style-type: none"> Overall: 82% EL: 85% Low-Income: 89% Foster/Homeless Youth: 0 - n/a Special Education: 100% Latino: 83% Pacific Islander: 88% 	<p>D1. Increased AP Achievement:</p> <ul style="list-style-type: none"> Overall: 84% EL: 81% Low-Income: 77% Foster/Homeless Youth: 100% Special Education: 0 - n/a Latino: 78% Pacific Islander: 40% <p>D2. Increased IB Achievement:</p> <ul style="list-style-type: none"> Overall: 82% EL: 85% Low-Income: 89% Foster/Homeless Youth: 0 - n/a Special Education: 100% Latino: 83% Pacific Islander: 88% 	<p>D1. Increased AP Achievement:</p> <ul style="list-style-type: none"> Overall: 85% EL: 85% Low-Income: 77% Foster/Homeless Youth: 100% Special Education: 0 - n/a Latino: 78% Pacific Islander: 40% <p>D2. Increased IB Achievement:</p> <ul style="list-style-type: none"> Overall: 82% EL: 85% Low-Income: 89% Foster/Homeless Youth: 0 - n/a Special Education: 100% Latino: 83% Pacific Islander: 88%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on IB tests (the number of unique students who achieve a passing score on at least one IB exam).				
<p>E. CAASPP/EAP Improvement: District 11th grade students will show:</p> <ul style="list-style-type: none"> a 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% 	<p>E. CAASPP/EAP Improvement:</p> <ul style="list-style-type: none"> 11th Grade students whose achievement level is "Standard Met/Standard Exceeded" in English/Language Arts: Overall: 80% EL: 24% Low-Income: 57% Foster/Homeless Youth: 38% Special Education: 28% Latino: 63% Pacific Islander: 56% 11th Grade students 	<p>E. CAASPP/EAP Improvement: District 11th grade students will show:</p> <ul style="list-style-type: none"> a 2% Increase overall in the number of students meeting standard on the CAASPP- <p>ELA assessment and increase by 5% the number of students "meeting standard"</p> <p>among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and</p>	<p>E. CAASPP/EAP Improvement: District 11th grade students will show:</p> <ul style="list-style-type: none"> a 2% Increase overall in the number of students meeting standard on the CAASPP- <p>ELA assessment and increase by 5% the number of students "meeting standard"</p> <p>among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and</p>	<p>E. CAASPP/EAP Improvement: District 11th grade students will show:</p> <ul style="list-style-type: none"> a 2% Increase overall in the number of students meeting standard on the CAASPP- <p>ELA assessment and increase by 5% the number of students "meeting standard"</p> <p>among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.</p> <ul style="list-style-type: none"> • A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students 	<p>"Meeting Standard" in Mathematics:</p> <ul style="list-style-type: none"> • Overall: 57% • EL: 15% • Low-Income: 31% • Foster/Homeless Youth: 13% • Special Education: 11% • Latino: 29% • Pacific Islander: 34% 	<p>Pacific Islander students subgroups.</p> <ul style="list-style-type: none"> • A 5% increase overall in the Math assessment overall on the CAASPP-Math assessment and increase by 7% the number of students "meeting standard" among EL, Low-Income, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups. 	<p>Pacific Islander students subgroups.</p> <ul style="list-style-type: none"> • A 5% increase overall in the Math assessment overall on the CAASPP-Math assessment and increase by 7% the number of students "meeting standard" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups. 	<p>Pacific Islander students subgroups.</p> <ul style="list-style-type: none"> • A 5% increase overall in the Math assessment overall on the CAASPP-Math assessment and increase by 7% the number of students "meeting standard" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
whose achievement level is “Standard Met/Standard Exceeded” among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.				
<p>F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured <p>by the following outcomes:</p> <ul style="list-style-type: none"> Increase the percent of students making one year of growth 	<p>F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured <p>by the following outcomes:</p> <ul style="list-style-type: none"> Current (2015-16) % of students making one year of growth 	<p>F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured by the following outcomes: Increase the percent of students making one year of growth on CELDT (ELPAC in 	<p>F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured by the following outcomes: Increase the percent of students making one year of growth on CELDT (ELPAC in 	<p>F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured by the following outcomes: Increase the percent of students making one year of growth on CELDT (ELPAC in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>on CELDT (ELPAC in 2018-19) by 3%</p> <ul style="list-style-type: none"> • Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% • Increase the percentage of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status 	<p>on CELDT: 19%</p> <ul style="list-style-type: none"> • Current (2016-17) % of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses: 63% • Current percent of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status. Current baseline: 77% 	<p>2018-19) by 3% (over 2016-17)</p> <ul style="list-style-type: none"> • Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% (over 2016-17) • Increase the percent of eligible students who are reclassified by 3% (over 2016-17) 	<p>2018-19) by 3% (over 2017-18)</p> <ul style="list-style-type: none"> • Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% (over 2017-18) • Increase the percent of eligible students who are reclassified by 3% (over 2017-18) 	<p>2018-19) by 3% (over 2018-19)</p> <ul style="list-style-type: none"> • Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% (over 2018-19) • Increase the percent of eligible students who are reclassified by 3% (over 2018-19)
<p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Increase Overall graduation rate from 90.8% to 92% • Increase 	<p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Current Overall graduation rate: 91% • Current Hispanic/Latino 	<p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Increase Overall graduation rate from 90.8% to 91% • Increase 	<p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Increase Overall graduation rate from 91% to 92% • Increase 	<p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Increase Overall graduation rate from 92% to 93% • Increase

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Hispanic/Latino graduation rate from 82.8% to 88%</p> <ul style="list-style-type: none"> • Increase Pacific Islander graduation rate from 89.4 to 92% • Increase African American graduation rate from 68.4% to 85% • Increase Low-income student graduation rate from 80.3 to 88% • Increase English Learner student graduation rate from 71.5% to 85% • Increase Special Education student graduation rate from 74.2% to 85% • Increase Foster Youth graduation rate from 55.6% to 70% (per AB- 	<p>graduation rate: 82.8%</p> <ul style="list-style-type: none"> • Current Pacific Islander graduation rate: 89% • Current African American graduation rate: 68% • Current Low-income student graduation rate: 80% • Current English Learner student graduation rate: 72% • Current Special Education student graduation rate: 74% • Current Foster Youth graduation rate: 56%% 	<p>Hispanic/Latino graduation rate from 82.8% to 84%</p> <ul style="list-style-type: none"> • Increase Pacific Islander graduation rate from 89.4 to 90.5% • Increase African American graduation rate from 68.4% to 75% • Increase Low-income student graduation rate from 80.3 to 83% • Increase English Learner student graduation rate from 71.5% to 74% • Increase Special Education student graduation rate from 74.2% to 77% • Increase Foster Youth graduation rate from 55.6% to 60% (per AB- 	<p>Hispanic/Latino graduation rate from 84% to 86%</p> <ul style="list-style-type: none"> • Increase Pacific Islander graduation rate from 90.5 to 91% • Increase African American graduation rate from 75% to 80% • Increase Low-income student graduation rate from 83 to 86% • Increase English Learner student graduation rate from 74% to 78% • Increase Special Education student graduation rate from 77% to 81% • Increase Foster Youth graduation rate from 60% to 65%% (per AB- 	<p>Hispanic/Latino graduation rate from 86% to 88%</p> <ul style="list-style-type: none"> • Increase Pacific Islander graduation rate from 91% to 92% • Increase African American graduation rate from 80% to 85% • Increase Low-income student graduation rate from 86 to 88% • Increase English Learner student graduation rate from 78% to 85% • Increase Special Education student graduation rate from 81% to 85% • Increase Foster Youth graduation rate from 65% to 70% (per AB-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
167)		167)	167)	167)
<p>H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Decrease Overall dropout rate from 6.8% to 5.0% Decrease Hispanic/Latino drop-out rate from 12.4% to 8.0% Decrease Pacific Islander drop-out rate from 10.6 to 8.0% Decrease African American drop-out rate from 21.1% to 14.0% Decrease Low-income student drop-out rate from 14.3% to 8.0% Decrease English Learner drop-out rate from 19.4% to 10.0% Decrease Special 	<p>H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Current Overall dropout rate: 7% Current Hispanic/Latino drop-out rate: 12% Current Pacific Islander drop-out rate: 11 Current African American drop-out rate: 21% Current Low-income student drop-out rate: 14% Current English Learner drop-out rate: 19% Current Special Education drop-out rate: 11.0% Current Foster Youth drop-out rate: 22% 	<p>H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Decrease Overall dropout rate from 7% to 6.0% Decrease Hispanic/Latino drop-out rate from 12.4% to 10% Decrease Pacific Islander drop-out rate from 11% to 9.5% Decrease African American drop-out rate from 21% to 18% Decrease Low-income student drop-out rate from 14% to 11.5% Decrease English Learner drop-out rate from 19% to 16.5% Decrease Special 	<p>H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Decrease Overall dropout rate from 6% to 5.5% Decrease Hispanic/Latino drop-out rate from 10% to 9.0% Decrease Pacific Islander drop-out rate from 9.5% to 8.5% Decrease African American drop-out rate from 18% to 16.5% Decrease Low-income student drop-out rate from 11.5% to 9.5% Decrease English Learner drop-out rate from 16.5% to 12.5% Decrease Special 	<p>H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Decrease Overall dropout rate from 5.5% to 5.0% Decrease Hispanic/Latino drop-out rate from 9% to 8.0% Decrease Pacific Islander drop-out rate from 8.5% to 8.0% Decrease African American drop-out rate from 16.5% to 14.0% Decrease Low-income student drop-out rate from 9.5% to 8.0% Decrease English Learner drop-out rate from 16.5% to 12.5% Decrease

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Education drop-out rate from 11.0% to 8.0% • Decrease Foster Youth drop-out rate from 22.2 to 15.0% (per AB-167)		Education drop-out rate from 11.0% to 10.0% • Decrease Foster Youth drop-out rate from 22.2% to 19% (per AB-167)	Education drop-out rate from 10% to 9% • Decrease Foster Youth drop-out rate from 19% to 17% (per AB-167)	Special Education drop-out rate from 9% to 8.0% • Decrease Foster Youth drop-out rate from 17% to 15% (per AB-167)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

1. Refine/Revise core courses of study and continue to

invest in CA Standards-aligned instructional materials (as

needed):

A. Continue to provide and support a math Coordinator who leads Mathematics Council and leads implementation of new materials selected in 2016-17.

B. Continue to provide and support an English coordinator who leads Council and establishes/ensures

new courses of study for all English Classes aligned to CA Framework for ELA/ELD. In addition, the English

Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD and ELD for English teachers

C. Continue to provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Science faculty

2018-19 Actions/Services

A. Improving A-G Completion: The District will improve A-G completion overall and increase attainment among key subgroups:

- All students from 65% in 2016 to 75% for Class of 2020 (14% increase) Sub-group A-G completion acceleration outcomes:
- The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 4 % in 2020
- The district will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course

sequence in 2017-20, respectively.

Progress:

2019-20 Actions/Services

1A. Refine/Revise core courses of study and continue to

invest in CA Standards-aligned instructional materials (as

needed) - purchase Science instructional materials - aligned to the new CA (NGSS) curriculum framework.

1B. Continue to provide and support a math Coordinator who leads Mathematics Council and leads implementation of new materials selected in 2016-17.

1C. Continue to provide and support an English coordinator who leads Council and establishes/ensures

new courses of study for all English Classes aligned to CA Framework for ELA/ELD. In addition, the English Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD and ELD for English teachers

1D. Continue to provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and

on integrated/designated English Language Development for ELD and ELD content area teachers.

D. Continue to provide and support a Social Science coordinator who leads Council and leads the

development of revised courses of study based on new Curriculum Framework (fall 2016). In addition, the

coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

E. Continue to provide and support an English Language Development (ELD) Coordinator - refine and revise courses of study for ELD courses; support integrated and designated ELD; and work with Manager of EL and Compliance to support general education teachers in supporting Long-Term EL's. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

F. Continue to provide and support a CTE Coordinator to lead the Career Technical Education Council, address compliance

delivery of a PD for Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

1E. Continue to provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on new Curriculum Framework (fall 2016). In addition, the

coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

1F. Continue to provide and support an English Language Development (ELD) Coordinator - refine and revise courses of study for ELD courses; support integrated and designated ELD; and work with Manager of EL and Compliance to support general education teachers in supporting Long-Term EL's. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for faculty on integrated/designated English Language Development for ELD and ELD content area teachers.

1G. Continue to provide and support a CTE Coordinator to lead the Career Technical Education Council, address compliance issue for Career Technical

issue for Career Technical Education and facilitates the process of a comprehensive CTE plan for the SMUHSD during the 2017-18 school year.

G. Continue to provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils:

- Health
- Guided Studies
- OSCR
- Social Science
- VAPA, Science
- World Language
- Science Curriculum Developers

Education and facilitates the process of a comprehensive CTE plan for the SMUHSD during the 2017-18 school year.

1H. Continue to provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils:

- Health
- Guided Studies
- OSCR
- Social Science
- VAPA, Science
- World Language
- Science Curriculum Developers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$250,000	\$150,000	\$250,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 1A. CA Standards-aligned Math materials purchase : Algegra I, II and Geometry [Goal 9120]	4000-4999: Books And Supplies 1A. Investments in Standards-aligned materials in ELA - as needed [Goal 9120]	4000-4999: Books And Supplies 1A. Invest in CA Standards-aligned Science materials [Goal 9120]
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1A .6 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1B. .4 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1B .4 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)

Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1B. .4 FTE English Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1C. English Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) - Stipend	1C. English Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) - Stipend
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1C. .4 FTE Science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1000-1999: Certificated Personnel Salaries 1D. Science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) - Stipend	1000-1999: Certificated Personnel Salaries 1D. .4 FTE Science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1D. Social science Coordinator [Goal 9120] -Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1E. Social science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) - stipend	1E. Social science Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) - stipend

Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1E. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1F. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1F. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1F. .4 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1G. .4 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)	1G. .4 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1)
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1G. Other Technical Subjects Coordinators [Goal 9120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	1H. Other Technical Subjects Coordinators [Goal 9120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) - stipends	1H. Other Technical Subjects Coordinators [Goal 9120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) - stipends

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas:

A. Begin creation of common, CA Standards-aligned formative & summative assessments in ELA and/or Mathematics aligned to new Courses of Study.

B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth.

C. Continue to administer the PSAT test to all 10th & 11th grade students.

D. Investigate, evaluate and procure effective resources for digital formative

2018-19 Actions/Services

2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas:

A. continue creation of common, CA Standards-aligned formative & summative assessments in Science and Social Science aligned to new courses of study

B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth.

C. Continue to administer the PSAT test to all 10th & 11th grade students.

D. Investigate, evaluate and procure effective resources for digital formative assessment within Canvas Learning

2019-20 Actions/Services

2. Continue to implement diagnostic/monitoring assessments and begin development/procurement of new standards-aligned benchmark assessments in core content areas:

A. Begin creation of common, CA Standards-aligned formative & summative assessments in other technical subjects aligned to new Courses of Study.

B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth.

C. Continue to administer the PSAT test to all 10th & 11th grade students.

D. Implement digital formative assessment within Canvas Learning Management

assessment	Management System	System.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2A. Common Assessment Development/Scoring [Goal 9120]	5000-5999: Services And Other Operating Expenditures 2A. Common Assessment Development/Scoring [Goal 9120]	5000-5999: Services And Other Operating Expenditures 2A. Common Assessment Development/Scoring [Goal 9120]
Amount	\$50,000	\$50,000	\$50,000
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries 2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120]	1000-1999: Certificated Personnel Salaries 2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120]	2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120]
Amount	\$55,000	\$55,000	\$55,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 2C. PSAT Costs [Goal: 9054]	4000-4999: Books And Supplies 2C. PSAT Costs [Goal: 9054]	2C. PSAT Costs [Goal: 9054]
Amount	\$55,000	\$58,000	\$65,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2D. Digital Formative Assessment Inquiry ([Goal 9120]	5800: Professional/Consulting Services And Operating Expenditures 2D. Digital Formative Assessment Inquiry ([Goal 9120]	5800: Professional/Consulting Services And Operating Expenditures 2D. Digital Formative Assessment Inquiry ([Goal 9120]

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

3.Continue to implement
intervention/support/English Language
Development programs for students:A. Continue to implement Intensive &
Strategic Algebra/English (with some new
pilot models) as well as
Guided Studies support classes at all sites.
This may include the integration of some of
this FTE into
classrooms to lower class sizes.B. Continue to provide English Language
Development to students learning English.

C. Continue to implement and expand the

2018-19 Actions/Services

3.Continue to implement
intervention/support/English Language
Development programs for students:A. Continue to implement Intensive &
Strategic Algebra/English (with some new
pilot models) as well as
Guided Studies support classes at all sites.
This may include the integration of some of
this FTE into
classrooms to lower class sizes.B. Continue to provide English Language
Development to students learning English.

C. Continue to implement and expand the

2019-20 Actions/Services

3.Continue to implement
intervention/support/English Language
Development programs for students:A. Continue to implement Intensive &
Strategic Algebra/English (with some new
pilot models) as well as
Guided Studies support classes at all sites.
This may include the integration of some of
this FTE into
classrooms to lower class sizes.B. Continue to provide English Language
Development to students learning English.

C. Continue to implement and expand the

Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.

D. Continue to implement the On-Site Credit Recovery (OSCR Program).

E. Summer School Credit Recovery Program.

F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.

G. Continue to provide EL Specialists to support the academic needs of EL's

H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)

I. Continue to provide after school tutoring options for students in need.

Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.

D. Continue to implement the On-Site Credit Recovery (OSCR Program).

E. Summer School Credit Recovery Program.

F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.

G. Continue to provide EL Specialists to support the academic needs of EL's

H. Implement the new (to SMUHSD) Edgenuity learning platform for student credit recovery (used in OSCR and Summer School)

I. Continue to provide after school tutoring options for students in need.

Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.

D. Continue to implement the On-Site Credit Recovery (OSCR Program).

E. Summer School Credit Recovery Program.

F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.

G. Continue to provide EL Specialists to support the academic needs of EL's

H. Continue to implement the new (to SMUHSD) Edgenuity learning platform for student credit recovery (used in OSCR and Summer School)

I. Continue to provide after school tutoring options for students in need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,525,200	\$3,150,000	\$3,150,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3A. 20.2 FTE for Algebra/English Intervention and Guided Studies	1000-1999: Certificated Personnel Salaries 3A. 20.2 FTE for Algebra/English Intervention and Guided Studies	1000-1999: Certificated Personnel Salaries 3A. 20.2 FTE for Algebra/English Intervention and Guided Studies

Amount	\$1,650,000	\$1,650,000	\$1,650,000
Source	Supplemental	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 3B. 13.2 FTE ELD classes at all sites	1000-1999: Certificated Personnel Salaries 3B. 13.2 FTE ELD classes at all sites	1000-1999: Certificated Personnel Salaries 3B. 13.2 FTE ELD classes at all sites
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)
Amount	\$120,000	\$120,000	\$120,000
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3D. Ongoing training support for AVID as well as materials	5000-5999: Services And Other Operating Expenditures 3D. Ongoing training support for AVID as well as materials	5000-5999: Services And Other Operating Expenditures 3D. Ongoing training support for AVID as well as materials
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	3E. Summer School - Expenditures (salaries and benefits) for summer school are captured under base program expenditures (Goal 1, Action 1)	3E. Summer School - Expenditures (salaries and benefits) for summer school are captured under base program expenditures (Goal 1, Action 1)	3E. Summer School - Expenditures (salaries and benefits) for summer school are captured under base program expenditures (Goal 1, Action 1)

Amount	\$0.00	\$420,000	\$420,000
Source	Base	Supplemental	Supplemental
Budget Reference	3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	3G. EL Specialist Support Staff (7) [Goal 9640] - Expenditures (classified salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3G. EL Specialist Support Staff (7) [Goal 9640] - Expenditures (classified salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)	3G. EL Specialist Support Staff (7) [Goal 9640] - Expenditures (classified salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1)
Amount	\$50,000	\$175,828	\$175,828
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3H. Online services for OSCR/Intervention Programs	5000-5999: Services And Other Operating Expenditures 3H. Online services for OSCR/Intervention Programs	5000-5999: Services And Other Operating Expenditures 3H. Online services for OSCR/Intervention Programs
Amount	\$120,000	\$120,000	\$120,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 3I. After school Tutoring [Goal 9640]	5000-5999: Services And Other Operating Expenditures 3I. After school Tutoring [Goal 9640]	5000-5999: Services And Other Operating Expenditures 3I. After school Tutoring [Goal 9640]

Amount	NA	\$321,600	\$321,600
Source		Supplemental	Supplemental
Budget Reference	Not applicable - this action will start in 20181-19.	1000-1999: Certificated Personnel Salaries 3J. Implement 2.4 Site-specific TOSA Innovation Positions at SMHS, CHS, MHS and AHS to support the needs of Unduplicated Pupils:	1000-1999: Certificated Personnel Salaries 3J. Implement 2.4 Site-specific TOSA Innovation Positions at SMHS, CHS, MHS and AHS to support the needs of Unduplicated Pupils:

Action 4

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

4. Continue implementation of "Multi-tiered System of Support" (MTSS) to be facilitated by:
A. Continued hiring of an (0.8 FTE) MTSS Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.
B. Consulting support from external consultant to support the process of MTSS planning and implementation.

2018-19 Actions/Services

4. Assess and plan for implementation of intervention systems/structures so as to ultimately put in place a more robust, "Multi-tiered System of Support" (MTSS) to be facilitated by:

A. Continue to hire an MTSS Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.

B. Consulting support from external consultant to support the process of MTSS planning and implementation

2019-20 Actions/Services

Assess and plan for implementation of intervention systems/structures so as to ultimately put in place a more robust, "Multi-tiered System of Support" (MTSS) to be facilitated by:

A. Continue to hire and provide an MTSS Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.

B. Consulting support from external consultant to support the process of MTSS planning and implementation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1)	4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1)	4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1)
Amount	\$75,000	\$75,000	\$75,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 4B. MTSS Consultant	5800: Professional/Consulting Services And Operating Expenditures 4B. MTSS Consultant	5800: Professional/Consulting Services And Operating Expenditures 4B. MTSS Consultant

Action 5

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

Students to be Served:

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

Location(s):

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

Specific Student Groups: English Learners
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
[Add Students to be Served selection here]

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year:</p> <p>A. Continue implementation of ELLevation monitoring software.</p> <p>B. Continue to implement ELD program that aligns to the CA ELA/ELD Framework.</p> <p>C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district.</p> <p>D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.</p>	<p>5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year:</p> <p>A. Continue implementation of ELLevation monitoring software.</p> <p>B. Continue to implement ELD program that aligns to the CA ELA/ELD Framework.</p> <p>C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district.</p> <p>D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.</p>	<p>5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year:</p> <p>A. Continue implementation of ELLevation monitoring software.</p> <p>B. Continue to implement ELD program that aligns to the CA ELA/ELD Framework.</p> <p>C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district.</p> <p>D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 5A. ELLevation software licensing	5000-5999: Services And Other Operating Expenditures 5A. ELLevation software licensing	5000-5999: Services And Other Operating Expenditures 5A. ELLevation software licensing

Amount	\$20,000	\$20,000	\$20,000
Source	Title III	Title III	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5B. Facilitated program design consulting [Goal 1722]	5800: Professional/Consulting Services And Operating Expenditures 5B. Facilitated program design consulting [Goal 1722]	5800: Professional/Consulting Services And Operating Expenditures 5B. Facilitated program design consulting [Goal 1722]
Amount	0	0	0
Budget Reference	5C. No additional expenditure needed for this action/service.	5C. No additional expenditure needed for this action/service.	5C. No additional expenditure needed for this action/service.
Amount	0	0	0
Budget Reference	5D. No additional expenditure needed for this action/service.	5D. No additional expenditure needed for this action/service.	5D. No additional expenditure needed for this action/service.

Action 6

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>6. Continue to provide a high -quality Special Education (SPED) Program for students with Individual Education Plans (IEP's). This includes efforts to redress (in collaboration with General Education staff) issues of Significant Dis -proportionality among key student subgroups with particular learning differences. What follows are the elements of these sets of actions/services.</p> <p>A. Continue to provide high quality Certificated SPED Staff (teachers and administrators) who support and implement the following continuous improvement activities:</p> <ul style="list-style-type: none"> • Compliance with IEP's • Program/Curriculum development • Inclusion/Co-teaching • PD for Ed Specialists (about accommodations) • Leadership/support of Dept. Chairs • Education Specialists who facilitate co-teaching partnerships with gen. ed teachers/parents/ students. This includes both the mindset for Gen. Ed teachers and practical strategies for implementation with SPED teachers who are integrated into General Education settings. Education specialists also provide support with general case 	<p>6. Continue to provide a high -quality Special Education (SPED) Program for students with Individual Education Plans (IEP's). This includes efforts to redress (in collaboration with General Education staff) issues of Significant Dis -proportionality among key student subgroups with particular learning differences. What follows are the elements of these sets of actions/services.</p> <p>A. Continue to provide high quality Certificated SPED Staff (teachers and administrators) who support and implement the following continuous improvement activities:</p> <ul style="list-style-type: none"> • Compliance with IEP's • Program/Curriculum development • Inclusion/Co-teaching • PD for Ed Specialists (about accommodations) • Leadership/support of Dept. Chairs • Education Specialists who facilitate co-teaching partnerships with gen. ed teachers/parents/ students. This includes both the mindset for Gen. Ed teachers and practical strategies for implementation with SPED teachers who are integrated into General Education settings. Education specialists also provide support with general case 	<p>6. Continue to provide a high -quality Special Education (SPED) Program for students with Individual Education Plans (IEP's). This includes efforts to redress (in collaboration with General Education staff) issues of Significant Dis -proportionality among key student subgroups with particular learning differences. What follows are the elements of these sets of actions/services.</p> <p>A. Continue to provide high quality Certificated SPED Staff (teachers and administrators) who support and implement the following continuous improvement activities:</p> <ul style="list-style-type: none"> • Compliance with IEP's • Program/Curriculum development • Inclusion/Co-teaching • PD for Ed Specialists (about accommodations) • Leadership/support of Dept. Chairs • Education Specialists who facilitate co-teaching partnerships with gen. ed teachers/parents/ students. This includes both the mindset for Gen. Ed teachers and practical strategies for implementation with SPED teachers who are integrated into General Education settings. Education specialists also provide support with general case

management and problem solving.

B. Continue to provide high quality classified SPED Staff

C. Continue to provide benefits to SPED staff

- D. Implement (in partnership with General Education staff) the Significant Dis -proportionality Program Improvement Plan for redressing Significant Dis - proportionality among key student subgroups. This includes implementing a Multi -tiered System of Support for all students so as to decrease the number of initial referrals to SPED. In addition, the plan contains activities to redress the following issues with key subgroups: decrease in the number (and percentage) of African American Students with "Specific Learning Disabilities" (SLD) decrease in the number (and percentage) of Latino & White Students with "Emotional Disturbance" (ED)

E. Continue to provide books and supplies for students with Individual Education Plans (IEP's)

F. Continue to provide services (legal, transportation and otherwise) for students with IEP's.

management and problem solving.

B. Continue to provide high quality classified SPED Staff

C. Continue to provide benefits to SPED staff

- D. Implement (in partnership with General Education staff) the Significant Dis -proportionality Program Improvement Plan for redressing Significant Dis - proportionality among key student subgroups. This includes implementing a Multi -tiered System of Support for all students so as to decrease the number of initial referrals to SPED. In addition, the plan contains activities to redress the following issues with key subgroups: decrease in the number (and percentage) of African American Students with "Specific Learning Disabilities" (SLD) decrease in the number (and percentage) of Latino & White Students with "Emotional Disturbance" (ED)

E. Continue to provide books and supplies for students with Individual Education Plans (IEP's)

F. Continue to provide services (legal, transportation and otherwise) for students with IEP's.

management and problem solving.

B. Continue to provide high quality classified SPED Staff

C. Continue to provide benefits to SPED staff

- D. Implement (in partnership with General Education staff) the Significant Dis -proportionality Program Improvement Plan for redressing Significant Dis - proportionality among key student subgroups. This includes implementing a Multi -tiered System of Support for all students so as to decrease the number of initial referrals to SPED. In addition, the plan contains activities to redress the following issues with key subgroups: decrease in the number (and percentage) of African American Students with "Specific Learning Disabilities" (SLD) decrease in the number (and percentage) of Latino & White Students with "Emotional Disturbance" (ED)

E. Continue to provide books and supplies for students with Individual Education Plans (IEP's)

F. Continue to provide services (legal, transportation and otherwise) for students with IEP's.

G. Continue to perform other outgoing services for SMUHSD SPED programs.

G. Continue to perform other outgoing services for SMUHSD SPED programs.

G. Continue to perform other outgoing services for SMUHSD SPED programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,025,348.00	\$7,585,913	\$7,932,286
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 6A. Highly-qualified Certificated SPED Staff [6500]	1000-1999: Certificated Personnel Salaries 6A. Highly-qualified Certificated SPED Staff [6500]	1000-1999: Certificated Personnel Salaries 6A. Highly-qualified Certificated SPED Staff [6500]
Amount	\$2,822,556.60	\$2,982,633	\$4,451,531
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries 6B. Highly-qualified Classified SPED Staff [6500]	2000-2999: Classified Personnel Salaries 6B. Highly-qualified Classified SPED Staff [6500]	2000-2999: Classified Personnel Salaries 6B. Highly-qualified Classified SPED Staff [6500]
Amount	\$3,637,251.05	\$4,120,726	\$5,372,829
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits 6C. SPED Staff Benefits [6500]	3000-3999: Employee Benefits 6C. SPED Staff Benefits [6500]	3000-3999: Employee Benefits 6C. SPED Staff Benefits [6500]
Amount	0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget.	6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget.	6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget.

Amount	\$76,712.55	\$194,952	\$215,760
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies 6E. SPED Instructional Materials	4000-4999: Books And Supplies 6E. SPED Instructional Materials	4000-4999: Books And Supplies 6E. SPED Instructional Materials
Amount	\$2,604,400.00	\$3,425,852	\$3,600,173
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 6F. Services for students with IEP's.	5000-5999: Services And Other Operating Expenditures 6F. Services for students with IEP's.	5000-5999: Services And Other Operating Expenditures 6F. Services for students with IEP's.
Amount	\$3,772,302.00	\$4,112,790	\$4,433,414
Source	Base	Base	Base
Budget Reference	7000-7439: Other Outgo 6G. The provision of other SPED services.	7000-7439: Other Outgo 6G. The provision of other SPED services.	7000-7439: Other Outgo 6G. The provision of other SPED services.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 3

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEAP: 1a,1b,2e,2f,5a,5b,5c

Identified Need:

Based on stakeholder input, CA Healthy Kids Survey (CHKS) data about both increased student feelings of stress, some self-reported increases in drug/alcohol use (CHKS), and an increase in the number of expulsions in the district during the 2016-17 school year, the district has identified the need to have a strong push to provide more coordinated and effective resources, people and strategies for supporting our students' social-emotional needs - aligned to the implementation of a Multi-Tiered System of Support. In particular, we have identified the ongoing need to support the families of unduplicated pupils with increase support for their families on the processes and expectations required to successfully navigate High School and matriculate to positive post-secondary options. All of these data indicate to us the need to invest significantly in the social-emotional well-being of our students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Suspension/ Expulsion rate decrease:	A. Suspension/ Expulsion rate decrease:	A-1. Suspension/ Expulsion rate decrease:	A-1. Suspension/ Expulsion rate decrease:	A-1. Suspension/ Expulsion rate decrease:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1. The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>2. In addition, the District will reduce by 15% the overall number instructional days lost due to suspension in 2017-20, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p>	<p>1. The current District suspension/expulsion rates are as follows.</p> <p>a. Suspensions:</p> <ul style="list-style-type: none"> • Overall: 5% • English Learners: 5% • Low-Income Students: 5% • Homeless/Foster Youth: 30% • Special Education students: 7% • Latino students: 10% • Pacific Islander students: 13% <p>b. Expulsions:</p> <ul style="list-style-type: none"> • Overall: 0.2% • English Learners: 0.1% • Low-Income Students: 0.1% • Homeless/Foster Youth: 0.0% • Special Education students: 0.4% • Latino students: 0.4% • Pacific Islander students: 0.9% 	<p>a. The District will reduce the rate of suspension (one or more incidents for which the student was suspended) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>b. The District will reduce the rate of expulsion (one or more incidents for which the student was expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>c. In addition, the District will reduce by 5% the overall number instructional days lost and instructional minutes lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth,</p>	<p>a. The District will reduce the rate of suspension (one or more incidents for which the student was suspended) by .5% in 2018-2019 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>b. The District will reduce the rate of expulsion (one or more incidents for which the student was expelled) by .5% in 2018-2019 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>c. In addition, the District will reduce by 5% the overall number instructional days lost and instructional minutes lost due to suspension in 2018-19, and 15% reduction for EL, Low-income Foster and Homeless Youth,</p>	<p>a. The District will reduce the rate of suspension (one or more incidents for which the student was suspended) by .5% in 2019-2020 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>b. The District will reduce the rate of expulsion (one or more incidents for which the student was expelled) by .5% in 2019-2020 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>c. In addition, the District will reduce by 5% the overall number instructional days lost and instructional minutes lost due to suspension in 2019-20, and 15% reduction for EL, Low-income Foster and Homeless Youth,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2. In addition, the District will set a baseline of the overall number instructional days lost and instructional minutes lost due to suspension in 2017-18 for all students, EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p> <p>Current Average # of Days Lost due to Suspension:</p> <ul style="list-style-type: none"> • Overall: 2.47 • English Learners: 2.68 • Low-Income Students: 2.30 • Homeless/Foster Youth: 2.00 • Special Education students: 2.38 • Latino students: 2.39 • Pacific Islander students: 3.04 	<p>Special education, Latino and Pacific Islander students.</p> <p>A-2. The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p>	<p>Special education, Latino and Pacific Islander students.</p> <p>A-2. The District will reduce by 5% more the overall number instructional days lost due to suspension in 2018-19, and 7% (more) reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p>	<p>Special education, Latino and Pacific Islander students.</p> <p>A-2. The District will reduce by 5% more the overall number instructional days lost due to suspension in 2019-20, and 7% (more) reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p>
<p>B. Student Wellness improvements:</p> <p>1. The percentage of students reporting that they are "feeling sad"</p>	<p>B. Student Wellness improvements:</p> <p>1. Percentage of students "feeling sad" in</p>	<p>B. Student Wellness improvements:</p> <p>1. The percentage of students reporting that</p>	<p>B. Student Wellness improvements:</p> <p>1. The percentage of students reporting that</p>	<p>B. Student Wellness improvements:</p> <p>1. The percentage of students reporting that</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.</p> <p>2. In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure").</p> <p>3. In addition, students will report on Healthy Kids survey that measures of connectedness are improved on 2017-18 administration (over the 2015-16 survey results).</p>	<p>2015-16 Administration of CA Healthy Kids:</p> <ul style="list-style-type: none"> 9th Graders: 21% 11th Graders: 29% <p>2. Percentage of students reporting drug/alcohol use in 2015-16 Administration of CA Healthy Kids:</p> <p>Alcohol Use:</p> <ul style="list-style-type: none"> 9th Graders: 6% 11th Graders: 22% <p>Drug Use:</p> <ul style="list-style-type: none"> 9th Graders: 6% 11th Graders: 14% <p>3. Percentage of students feeling "connected" in 2015-16 Administration of CA Healthy Kids:</p> <p>Kids:</p> <ul style="list-style-type: none"> 9th Graders: 68% 11th Graders: 60% 	<p>they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.</p> <p>2. Percentage of students reporting drug/alcohol use in 2017-18 Administration of CA Healthy Kids:</p> <p>Alcohol Use:</p> <ul style="list-style-type: none"> 9th Graders: decrease by .5% (over 2015-16) 11th Graders: decrease by 3% (over 2015-16) <p>Drug Use:</p> <ul style="list-style-type: none"> 9th Graders: decrease by .5% (over 2015-16) 11th Graders: decrease by 3% (over 2015-16) <p>3. Student Wellness improvements:</p> <ul style="list-style-type: none"> The percentage 	<p>they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.</p> <p>2. Percentage of students reporting drug/alcohol use in 2018-19 Administration of CA Healthy Kids:</p> <p>Alcohol Use:</p> <ul style="list-style-type: none"> 9th Graders: decrease by .5% (over 2017-18) 11th Graders: decrease by 3% (over 2017-18) <p>Drug Use:</p> <ul style="list-style-type: none"> 9th Graders: decrease by .5% (over 2017-18) 11th Graders: decrease by 3% (over 2017-18) <p>3. Student Wellness improvements:</p> <ul style="list-style-type: none"> The percentage 	<p>they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.</p> <p>2. Percentage of students reporting drug/alcohol use in 2019-20 Administration of CA Healthy Kids:</p> <p>Alcohol Use:</p> <ul style="list-style-type: none"> 9th Graders: decrease by .5% (over 2018-19) 11th Graders: decrease by 3% (over 2018-19) <p>Drug Use:</p> <ul style="list-style-type: none"> 9th Graders: decrease by .5% (over 2018-19) 11th Graders: decrease by 3% (over 2018-19) <p>3. Student Wellness improvements:</p> <ul style="list-style-type: none"> The percentage

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>of students reporting that they are "feeling sad" will decrease by 5%</p> <ul style="list-style-type: none"> • In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure"). • In addition, students will report on Healthy Kids survey that measures of connectedness are improved on 2017-18 administration (over the 2015-16 survey results). 	<p>of students reporting that they are "feeling sad" will decrease by 5%</p> <ul style="list-style-type: none"> • In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure"). • In addition, students will report on Healthy Kids survey that measures of "connectedness" are improved on 2018-19 administration (over the 2017-18 survey results). 	<p>of students reporting that they are "feeling sad" will decrease by 5%</p> <ul style="list-style-type: none"> • In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure"). • In addition, students will report on Healthy Kids survey that measures of "connectedness" are improved on 2019-20 administration (over the 2018-19 survey results).
C-1. Decreases in Chronic Absenteeism:	C-1. Decreases in Chronic Absenteeism:	C-1. Decreases in Chronic Absenteeism:	C-1. Decreases in Chronic Absenteeism:	C-1. Decreases in Chronic Absenteeism:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>a. The district will decrease rates of chronic absenteeism overall and among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students</p> <ul style="list-style-type: none"> Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district. <p>C-2. Attendance Rates overall:</p> <ul style="list-style-type: none"> The district will decrease absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless 	<p>a. The current district rates of Chronic Absenteeism are as follows:</p> <ul style="list-style-type: none"> Overall: 8.5% English Learners (in ELD): 18.6% English Learners (Not in ELD): 16.4% Low-Income Students: 14.6% Homeless/Foster Youth: 36.8% Special Education students: 21.5% Latino students: 13.9% Pacific Islander students: 13.6% <p>C-2. Decreases in Absenteeism Overall:</p> <ul style="list-style-type: none"> The current district average rates of Absenteeism overall and among all subgroups, including our 	<ul style="list-style-type: none"> The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district. <p>C-2. Attendance Rates overall:</p> <ul style="list-style-type: none"> The district will decrease absenteeism overall by .25% and by .5% 	<ul style="list-style-type: none"> The district will decrease rates of chronic absenteeism overall by .5% more and 2% more among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district. <p>C-2. Attendance Rates overall:</p> <ul style="list-style-type: none"> The district will decrease by .25% (more - over 2017-18) 	<ul style="list-style-type: none"> The district will decrease rates of chronic absenteeism overall by .5% more and 2% more among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district. <p>C-2. Attendance Rates overall:</p> <ul style="list-style-type: none"> The district will decrease by .25% (more - over 2018-19)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
s Youth and English Learner students.	<p>Latino, Low-income, Foster/Homeless Youth and English Learner students are as follows:</p> <ul style="list-style-type: none"> • Overall: 4% • English Learners: 5% • Low-Income Students: 5% • Homeless/Foster Youth: 10% • Special Education students: 7% • Latino students: 5% • Pacific Islander students: 9% 	among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.	absenteeism overall and by .5% (more over 2017-18) among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.	absenteeism overall and by .5% (more over 2018-19) among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.
<p>D. Provide effective trainings/support for families:</p> <ul style="list-style-type: none"> • CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. <p>Baseline will be established regarding parent perception of the extent to which their</p>	<p>D. Parent Training/Support:</p> <ul style="list-style-type: none"> • CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. Baseline will be established regarding parent perception of the extent to 	<p>D. Provide effective trainings/support for families:</p> <ul style="list-style-type: none"> • CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. Baseline will be established regarding parent perception of 	<p>D. Provide effective trainings/support for families:</p> <ul style="list-style-type: none"> • CA Healthy Kids - Parent Survey will be administered for the first time in 2018-19. Baseline will be established regarding parent perception of 	<p>D. Provide effective trainings/support for families:</p> <ul style="list-style-type: none"> • CA Healthy Kids - Parent Survey will be administered for the first time in 2018-19. Baseline will be established regarding parent perception of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p>	<p>which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p>	<p>the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p>	<p>the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p>	<p>the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p>
<p>E. CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions" (CHKS, Question 38) Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS, Question 15)</p>	<p>E. CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions" (CHKS, Question 38) Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS, Question 15)</p>	<p>E. CA Healthy Kids - Parent Survey will be administered for the first time in 2017-18. Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions" (CHKS, Question 38) Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS, Question 15)</p>	<p>CA Healthy Kids - Parent Survey will be administered for the first time in 2018-19 (due to failed attempt at administration during 2017-18). Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions" (CHKS, Question 38) Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS,</p>	<p>CA Healthy Kids - Parent Survey will be administered for the first time in 2018-19 (due to failed attempt at administration during 2017-18). Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions" (CHKS, Question 38) Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Question 15)	Question 15)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

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

Unchanged Action	Unchanged Action	New Action
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2017-18 Actions/Services

1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster

2018-19 Actions/Services

1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster

2019-20 Actions/Services

1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster Youth (reviews transcripts, coordinates support)

Youth (reviews transcripts, coordinates support)

Youth (reviews transcripts, coordinates support)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits)	1000-1999: Certificated Personnel Salaries 1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits)	1000-1999: Certificated Personnel Salaries 1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits)

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPEDERHMS and \$600K from General Fund).

A. Marriage and Family Therapists provide individual and group therapy to students in need.

B. Pilot program will be evaluated by Stanford evaluators each year for three years.

2018-19 Actions/Services

2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPEDERHMS and \$600K from General Fund).

A. Marriage and Family Therapists provide individual and group therapy to students in need.

B. Pilot program will be evaluated by Stanford evaluators each year for three years.

2019-20 Actions/Services

2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPEDERHMS and \$600K from General Fund).

A. Marriage and Family Therapists provide individual and group therapy to students in need.

B. Pilot program will be evaluated by Stanford evaluators each year for three years.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).

Amount	\$70,000	\$70,000	70,000
Source	Other	Other	Other
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MFT Monitoring Program - Stanford Evaluators	5800: Professional/Consulting Services And Operating Expenditures MFT Monitoring Program - Stanford Evaluators	5800: Professional/Consulting Services And Operating Expenditures MFT Monitoring Program - Stanford Evaluators

Action 3

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

3. Health and Wellness Coordinators.
A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.

2018-19 Actions/Services

3. Health and Wellness Coordinators.
A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.

2019-20 Actions/Services

3. Health and Wellness Coordinators.
A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500,000	\$500,000	\$500,000
Source	Other	Other	Other
Budget Reference	2000-2999: Classified Personnel Salaries 3A. Health and Wellness Coordinators (Peninsula Health Care District Grant)	2000-2999: Classified Personnel Salaries 3A. Health and Wellness Coordinators (Peninsula Health Care District Grant)	2000-2999: Classified Personnel Salaries 3A. Health and Wellness Coordinators (Peninsula Health Care District Grant)

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) All [Add Students to be Served selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools [Add Location(s) selection here]
---	--

OR

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

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

Select from New, Modified, or Unchanged for 2017-18 Unchanged Action 2017-18 Actions/Services	Select from New, Modified, or Unchanged for 2018-19 Unchanged Action 2018-19 Actions/Services	Select from New, Modified, or Unchanged for 2019-20 Unchanged Action 2019-20 Actions/Services
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4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.

4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.

4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	Manager Mental Health Supports - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	Manager Mental Health Supports - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	Manager Mental Health Supports - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).

Action 5

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged forSelect from New, Modified, or Unchanged forSelect from New, Modified, or Unchanged

2017-18

Unchanged Action

2017-18 Actions/Services

5. District will continue to invest in a MTSS Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites.

A. The district will provide an MTSS Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.

B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant from Collaborative Learning Solutions to facilitate the refinement of the district's Multi-tiered System of Supports (Consultancy, PD, staff release time and data collection).

C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.

D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.

2018-19

Unchanged Action

2018-19 Actions/Services

5. District will continue to invest in a MTSS Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites.

A. The district will provide an MTSS Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.

B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant from Collaborative Learning Solutions to facilitate the refinement of the district's Multi-tiered System of Supports (Consultancy, PD, staff release time and data collection).

C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.

D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.

for 2019-20

Unchanged Action

2019-20 Actions/Services

5. District will continue to invest in a MTSS Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites.

A. The district will provide an MTSS Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.

B. In order to address the district's "Significant Disproportionality in Special Education among some key subgroups, the district will hire consultant from Collaborative Learning Solutions to facilitate the refinement of the district's Multi-tiered System of Supports (Consultancy, PD, staff release time and data collection).

C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.

D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	5A. MTSS/SPED Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	5A. MTSS/SPED Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	5A. MTSS/SPED Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).
Amount	\$86,000	\$86,000	\$86,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 5B - Consultant Fee	5800: Professional/Consulting Services And Operating Expenditures 5B - Consultant Fee	5800: Professional/Consulting Services And Operating Expenditures 5B - Consultant Fee
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	5C. District Wellness Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	5C. District Wellness Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	5C. District Wellness Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).

Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	5D. SRO's (50% of cost supported by General Fund) -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	5D. SRO's (50% of cost supported by General Fund) -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	5D. SRO's (50% of cost supported by General Fund) -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement
A. Continue Parent Involvement

2018-19 Actions/Services

6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement
A. Continue Family Engagement

2019-20 Actions/Services

6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement
A. Continue Family Engagement

Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.
B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.

Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.
B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.

Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.
B. Continue development of parent education modules (developed and supported by Peninsula Conflict Resolution Center) to include how to use available high school services, how to help teenagers with homework support, parent leadership training, and how to help teens prepare for college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$187,500	\$187,500
Source	Base	Supplemental	Supplemental
Budget Reference	6A. Parent Involvement Coordinator positions [2.5 FTE] -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	2000-2999: Classified Personnel Salaries 6A. Family Engagement Coordinator positions [2.5 FTE]	2000-2999: Classified Personnel Salaries 6A. Parent Involvement Coordinator positions [2.5 FTE]
Amount	\$75,000	\$75,000	\$75,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 6B. Parent Education and outreach support	5800: Professional/Consulting Services And Operating Expenditures 6B. Parent Education and outreach support	5800: Professional/Consulting Services And Operating Expenditures 6B. Parent Education and outreach support

Amount	\$100,000	\$100,000	\$100,000
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Establish and staff with a full time classified staff person a new Family Center for parents/guardians at the new District Office Site.	2000-2999: Classified Personnel Salaries Establish and staff with a full time classified staff person a new Family Center for parents/guardians at the new District Office Site.	2000-2999: Classified Personnel Salaries Establish and staff with a full time classified staff person a new Family Center for parents/guardians at the new District Office Site.

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra- curricular and school community involvement

7B. Increase club and co-curricular

2018-19 Actions/Services

7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra- curricular and school community involvement

7B. Increase club and co-curricular

2019-20 Actions/Services

7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra- curricular and school community involvement

7B. Increase club and co-curricular

participation for all students as evidenced by sign-ups, attendance, meeting schedules

participation for all students as evidenced by sign-ups, attendance, meeting schedules

participation for all students as evidenced by sign-ups, attendance, meeting schedules

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - certificated salaries and benefits).	1000-1999: Certificated Personnel Salaries 7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - certificated salaries and benefits).	1000-1999: Certificated Personnel Salaries 7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - certificated salaries and benefits).
Amount	\$65,000	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies).	7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies that are apportioned to school sites based on student population.	7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies that are apportioned to school sites based on student population.

Action 8

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis.

8B. Expand alternative programs for out-of-school suspensions.

2018-19 Actions/Services

8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis.

8B. Continue to expand alternative programs for out-of-school suspensions.

2019-20 Actions/Services

8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis.

8B. Continue to implement alternative programs for out-of-school suspensions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits).	8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits).	8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits).
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits).	8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits).	8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits).

Action 9

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

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

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates

9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students

9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.

2018-19 Actions/Services

9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates

9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students

9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.

2019-20 Actions/Services

9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates

9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students

9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0.00	\$0.00	\$0.00
Source	Base	Base	Base
Budget Reference	Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).
Amount	\$50,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	Outside services—Social Worker Interns/YSB/PCRC -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	Outside services—Social Worker Interns/YSB/PCRC -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).	Outside services—Social Worker Interns/YSB/PCRC -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits).
Budget Reference	No additional cost associated with this.	No additional cost associated with this.	No additional cost associated with this.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$4,401,317

Percentage to Increase or Improve Services

5.51%

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).

The San Mateo Union High School District will receive \$4,401,317 in Supplemental Local Control Funding Formula Funds for the 2018-19 school year. The District will not qualify for concentration grant funding. The district's unduplicated pupils represent approximately 25% of the overall student population of the district and are distributed unevenly across the school sites:

Aragon HS: 385 unduplicated students

Burlingame HS: 212 unduplicated students

Capuchino HS: 525 unduplicated students

Hillsdale HS: 366 unduplicated students

Mills HS: 308 unduplicated students

Peninsula HS: 115 unduplicated students

San Mateo HS: 677 unduplicated students

OVERALL TOTAL: 2588/8911 (29% of overall student population)

As a consequence of this uneven distribution, the district will continue to offer a variety of programs and supports across all of its sites (in a districtwide and school-wide manner) specifically targeting the needs of English Learners (new and Long-term), low income students, and foster/homeless youth (as outlined in section 2 - Action/Service #3 of this LCAP). These services that will be principally directed toward our "unduplicated pupils" and will utilize our Supplemental resources include:

- Continued implementation of the Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites (Goal 2/Action/Service #3A/B): \$3,150,000

JUSTIFICATION: These strategic/intensive academic intervention and Guided Studies (social-emotional) support programs/practices are principally directed to meeting the needs of our "unduplicated pupils" and are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs.

- Summer School Credit Recovery Program (Goal 2/Action/Service #3E): \$320,000

JUSTIFICATION: The current summer school program which is principally directed at our "unduplicated pupils," uses a blended learning (online supported) model that mirrors the OSCR program that we use during the school year. We continue to monitor this program to ensure that it is rigorous and supportive of student need.

- Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners. (Goal 2/Action/Service #3C): \$120,000

JUSTIFICATION: The AVID program has a significant and long-standing body of evaluation research that supports its approaches to identifying and supporting historically under-represented students as they are placed in higher level courses. We have looked for other forms of such support and found no others that meet the level of quality and impact that the AVID program provides.

- Continue to provide Family Engagement Coordinators to support parent/family involvement. These classified staff people are principally directed at supporting the families of "unduplicated pupils" (Goal 3/Action 6A): \$187,500

JUSTIFICATION: These programs (tutoring and our various mental health and parent support resources) are research-based strategies that have supported our students and their families to better navigate our rigorous academic programs and ultimately matriculate into college or other post-secondary options.

- Continue to provide after school tutoring block grants to school sites to support students' academic needs. These tutoring

services are principally directed toward (and marketed/outreached to) the District's unduplicated pupils. Roll is taken to ensure that student participation is high among HUGS (Goal #2 Action/Service #6): \$80,000

JUSTIFICATION: Targeted, timely intervention with students is a research-based best practice. The SMUHSD has created targeted after-school tutoring at all school sites to provide such support for students.

- Continue to consult with an MTSS Consultant (Collaborative Solutions) who will continue to facilitate the improvement of the district's implementation of a Multi-tiered system of support - whose focus is principally directed toward the needs of "unduplicated pupils." (Goal #3/Action 5B): \$46,389

JUSTIFICATION: The District's relationship with a well-respected consulting organization regarding its MTSS implementation is intended to shore up the District's structures and processes for providing and continuously improve effective interventions to "unduplicated pupils."

- Implement 2.4 Site-specific TOSA Innovation Positions at SMHS, CHS, MHS and AHS to support the needs of Unduplicated Pupils: \$321,600

JUSTIFICATION: The District will implement six innovation initiatives at four school sites whose primary focus is to support the teaching learning and social emotional needs of Unduplicated Pupils in general education classes. Each of the innovation strategies is intended to support the improvement of teacher practice and/or student experience in math or language arts at each of the four high schools. Each initiative is research-based or based on successful implementation of the strategy at another SMUHSD school

- Continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of EL's: \$175,828

JUSTIFICATION: Many best practice studies of schools closing the Achievement Gap for English Learners have identified strategies like our EL Specialists as an effective approach to monitoring the progress of English Learners. These classified staff on our campuses use our student information systems and personal relationships with students and teachers to monitor and guide academic and social-emotional interventions for these students on our campuses. We continue to monitor the impact of these staff.

- TOTAL: \$4,401,317

In addition to these significant support resources directly principally to serving the needs of our "unduplicated pupils," the district will also provide the following actions/services from its general fund in a district-wide manner (also delineated in Goal 2):

- Continue to provide English Language Development to students learning English

JUSTIFICATION: The California Department of Education and the broader community of educators advocating for the needs of English Learners has consistently identified structured English Language Development (ELD), focused on supporting English Learners with

learning the forms and functions (grammar) of English as a critical best practice. While the state, in its new ELA/ELD Framework advocates for both "integrated" and "designated" ELD, we have chosen to continue to implement designated ELD at this time, while we investigate how we will implement more and more "integrated ELD."

- Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)

JUSTIFICATION: The district has had numerous strategies for cost-effective credit recovery for unduplicated pupils. The current program, called OSCR has proven in our research to effectively support student attainment of credits that they have previously failed. We continue to monitor this program to ensure that it is rigorous and supportive of student need.

- Continue to provide Transitional 9th, Sheltered and Math support classes for students with Significantly Interrupted Formal Education ("SIFE Math" for English Learners).

JUSTIFICATION: Californian's Together has done much to document the ongoing challenges that Newcomer students (with very limited academic backgrounds) face. We have acknowledged these needs and built this program to support the unique needs of this group of students, using the research-based programs that support these students' needs.

Additionally, the district also offers services and programs that are aligned with LCAP goals serving all students such as pre-9 placement, articulation with all five partner elementary districts, transition IEP placement for SpEd, recruitment and retention of fully qualified teachers, professional development in research-based instructional practices for CCSS and NGSS, positive behavior support and restorative justice practices. The district's work outlined in Goal 2 to evaluate and plan for a more effective intervention scheme for all students ("Multi-tiered System of Support"), but especially for the district's historically underserved (unduplicated) students is critical to their ongoing improvement.

All of these support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs. If, during the process of creating a more robust Multi-tiered System of supports during the 2016-17 school year yields new strategies/structures for support, the district will certainly implement them.

Finally, the district recognizes that while these Supplemental resources are principally directed toward its "unduplicated pupils," some services may, should the need arise, be utilized for students outside the unduplicated pupil subgroups. Specifically, the work to provide intensive and strategic interventions may include student not from the unduplicated subgroups. While the majority of students served will be focus students (80% or more) and the resources will be principally directed to them, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, SMUHSD will serve all students, especially focus students. In particular these resources will be focused on the needs of our Homeless and Foster Youth as their graduation rates and

suspension/expulsion rates continue to warrant significant improvement.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$3,490,179

4.53%

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).

The San Mateo Union High School District will receive \$3,490,179 in Supplemental Local Control Funding Formula Funds for the 2016-17 school year. The

District will not qualify for concentration grant funding. The district's unduplicated pupils represent approximately 25% of the overall student population of the

district and are distributed unevenly across the school sites:

Aragon HS: 279/1474 (19% of the students are unduplicated pupils)

Burlingame HS: 146/1344 (11% unduplicated)

CapuchinoHS: 437/1127 (39% unduplicated)

Hillsdale HS: 256/1376 (19% unduplicated)

Mills HS: 265 /1198 (22% unduplicated)

Peninsula AHS: 121/230 (53% unduplicated)

San Mateo HS: 625/1616 (39% unduplicated)

OVERALL TOTAL: 2129/8365 (25%)

As a consequence of this uneven distribution, the district will continue to offer a variety of programs and supports across all of its sites (in a districtwide and school-wide manner) specifically targeting the needs of English Learners (new and Long-term), low income students, and foster/homeless youth (as outlined in section 2 - Action/Service #3 of this LCAP). These services that will be principally directed toward our "unduplicated pupils" and will utilize our Supplemental resources include:

- Continued implementation of the Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites (Goal 2/Action/Service #3 - \$3,070,179)

JUSTIFICATION: These strategic/intensive academic intervention and Guided Studies (social-emotional) support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were

grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs.

- Summer School Credit Recovery Program (Goal 2/Action/Service #3E): \$420,000

JUSTIFICATION: The current summer school program which is principally directed at our "unduplicated pupils," uses a blended learning (online supported) model that mirrors the OSCR program that we use during the school year. We continue to monitor this program to ensure that it is rigorous and supportive of student need.

- TOTAL: \$3,490,179 (While these expenditures exceed our Supplemental grant funds, we will supplement the difference

[\$685,021] with general fund resources).

In addition to these two significant support resources directly principally to serving the needs of our "unduplicated pupils," the district will also provide the following

actions/services from its general fund in a district-wide manner (also delineated in Goal 2):

- Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English

Learners.

JUSTIFICATION: The AVID program has a significant and long-standing body of evaluation research that supports its approaches to identifying and supporting

historically under-represented students as they are placed in higher level courses. We have looked for other forms of such support and found no others that meet

the level of quality and impact that the AVID program provides.

- Continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of EL's

JUSTIFICATION: Many best practice studies of schools closing the Achievement Gap for English Learners have identified strategies like our EL Specialists as an

effective approach to monitoring the progress of English Learners. These classified staff on our campuses use our student information systems and personal

relationships with students and teachers to monitor and guide academic and social-emotional interventions for these students on our campuses. We continue to

monitor the impact of these staff.

- Continue to provide after school tutoring block grants to school sites to support students' academic needs.

JUSTIFICATION: Targeted, timely intervention with students is a research-based best practice. The SMUHSD has created targeted after-school tutoring at all

school sites to provide such support for students.

- Continue to provide English Language Development to students learning English

JUSTIFICATION: The California Department of Education and the broader community of educators advocating for the needs of English Learners has consistently

identified structured English Language Development (ELD), focused on supporting English Learners with learning the forms and functions (grammar) of English

as a critical best practice. While the state, in its new ELA/ELD Framework advocates for both "integrated" and "designated" ELD, we have chosen to

continue to implement designated ELD at this time, while we investigate how we will implement more and more "integrated ELD."

- Continue to implement the On-Site Credit Recovery (OSCR Program) & Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)

JUSTIFICATION: The district has had numerous strategies for cost-effective credit recovery for students. The current program, called OSCR has proven in our

research to effectively support student attainment of credits that they have previously failed. We continue to monitor this program to ensure that it is rigorous and

supportive of student need.

- Continue to provide Transitional 9th, Sheltered and Math support classes for students with Significantly Interrupted Formal Education ("SIFE Math" for

English Learners).

JUSTIFICATION: Californians Together has done much to document the ongoing challenges that Newcomer students (with very limited

academic backgrounds)

face. We have acknowledged these needs and built this program to support the unique needs of this group of students, using the research-based programs that

support these students' needs.

- Continue to provide programs for mental health support, social worker interns, Parent Involvement Coordinators for family engagement

JUSTIFICATION: These programs (tutoring and our various mental health and parent support resources) are research-based strategies that have supported our

students and their families to better navigate our rigorous academic programs and ultimately matriculate into college or other post-secondary options.

Additionally, the district also offers services and programs that are aligned with LCAP goals serving all students such as pre-9 placement, articulation with all five

partner elementary districts, transition IEP placement for SpEd, recruitment and retention of fully qualified teachers, professional development in research-based

instructional practices for CCSS and NGSS, positive behavior support and restorative justice practices. The district's work outlined in Goal 2 to evaluate and plan

for a more effective intervention scheme for all students ("Multi-tiered System of Support), but especially for the district's historically underserved (unduplicated)

students is critical to their ongoing improvement.

All of these support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine

Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school

reform efforts of the 1990's

and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed

to using data to continuously improve the current programs. If, during the process of creating a more robust Multi-tiered System of supports during the 2016-17

school year yields new strategies/structures for support, the district will certainly implement them.

Finally, the district recognizes that while these Supplemental resources are principally directed toward its "unduplicated pupils," some services may, should the

need arise, be utilized for students outside the unduplicated pupil subgroups. Specifically, the work to provide intensive and strategic interventions may include

student not from the unduplicated subgroups. While the majority of students served will be focus students (80% or more) and the resources will be principally

directed to them, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, SMUHSD will serve

all students, especially focus students.

The SMUHSD is providing significant amounts of increased service to its unduplicated pupils, far exceeding its Supplemental grant funds. In addition to the

intervention and ELD courses outlined above (section 3A) that are principally directed at Unduplicated Pupils, the district also provides the following specialized

services for these students:

Foster Youth and Homeless students---SMUHSD has a very small number (less than 10 Foster Youth students and close to 30

Homeless students annually) in

this category---activities and the goals include, the provision of an Attendance and Welfare Case Manager/RJP Coordinator who works with these students to

monitor progress, review transcripts and coordinate support. (\$136,000 Certificated Salaries - Goal 3, Supplemental)

Low Income Youth: Past measures of achievement for this subgroup (SED) have shown the greatest growth over the past three years--cohort graduation rates,

etc. Ongoing monitoring of our SED youth through current support initiatives--On Site Credit Recovery, Guided Studies, Strategic and Intensive Support in Math

and ELA, and Alternative to Suspension programs--will show continued improvement in both academics and engagement.

JUSTIFICATION: These strategic/intensive academic intervention and Guided Studies (social-emotional) support programs/practices are supported by research -

specifically, the research that informed the California Department of Education's Nine Essential Program Components. These research-based Components were

grounded in the essential findings of the Chicago school reform efforts of the 1990's and early 2000s. While the district has considered (and continuously

considers) alternatives to its current list of support and intervention programs, it is committed to using data to continuously improve the current programs.

English Learners: Services to support EL achievement include professional development to provide appropriate and effective, research based EL instruction in all

core content areas; progressively increasing the number of teachers who have participated in these trainings. SMUHSD has trained over 25% of certified staff

which directly impacts more than 3340 students. Support for language and literacy coaches is included by increasing services and resources to sites with the

highest need (number of EL students)--SMHS, PAHS, and CHS. Continued district support of outreach activities through the addition of staffing of Parent

Involvement Coordinators so that all sites have this service over the next three years is a priority. EL program expansion with additional services including

additional sheltered sections for ELD 1-2 to support students who enroll throughout the school year; additional sheltered math classes; transcript evaluation to

include parent/student counseling on placement options and graduation plans that meet the educational needs of the student; transitional classes and services

for Students with Interrupted Formal Education (SIFE). Finally, SMUHSD will ensure that all EL classes are staffed with HQT in 2016-17.

RFEP: Because these students are in core content general education classes, the district continues to formally and informally (in PLC's) train teachers in

research-based best instructional practices to support the ongoing language needs of the reclassified student. Professional Learning opportunities focused on

academic language and explicit language objectives will support all students with specific identification and support for the language minority students in all core

content classes. Also offered at all sites are after-school tutoring services that will insure RFEP students continued academic success in core content classes.

JUSTIFICATION: The California Department of Education and the broader community of educators advocating for the needs of English Learners has consistently

identified structured English Language Development (ELD), focused on supporting English Learners with learning the forms and

functions (grammar) of English

as a critical best practice. While the state, in its new ELA/ELD Framework advocates for both "integrated" and "designated" ELD, we have chosen to

continue to implement designated ELD at this time, while we investigate how we will implement more and more "integrated ELD" for our RFEP students in

particular.

All of these support programs/practices are supported by research - specifically, the research that informed the California Department of Education's Nine

Essential Program Components. These research-based Components were grounded in the essential findings of the Chicago school reform efforts of the 1990's

and early 2000s. While the district has considered (and continuously considers) alternatives to its current list of support and intervention programs, it is committed

to using data to continuously improve the current programs. If, during the process of creating a more robust Multi-tiered System of supports during the 2016-17

school year yields new strategies/structures for support, the district will certainly implement them.

Finally, the district recognizes that while these Supplemental services are principally directed toward its "unduplicated pupils," some services may, should the

need arise, be utilized for students outside the unduplicated pupil subgroups. Specifically, the work to provide intensive and strategic interventions may include

student not from the unduplicated subgroups. While the majority of students served will be focus students (80% or more) and the resources will be principally

directed to them, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, SMUHSD will serve

all students, especially focus students.

The district is meeting the the expected provision of 4.53% of additional services (requirement) by enacting the items above. All of this is above and beyond the

services that it provides to all students

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

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

For those services being provided on an LEA-wide basis:

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	125,233,697.99	133,472,705.00	125,333,697.99	134,323,821.00	145,360,702.00	405,018,220.99
	0.00	0.00	0.00	0.00	50,000.00	50,000.00
Base	120,032,497.99	129,559,530.00	119,968,497.99	128,816,721.00	139,806,602.00	388,591,820.99
Lottery	215,000.00	199,920.00	215,000.00	333,000.00	330,000.00	878,000.00
Other	570,000.00	570,399.00	570,000.00	570,000.00	570,000.00	1,710,000.00
Supplemental	4,396,200.00	3,127,672.00	4,460,200.00	4,484,100.00	4,484,100.00	13,428,400.00
Title I	0.00	0.00	100,000.00	100,000.00	100,000.00	300,000.00
Title III	20,000.00	15,184.00	20,000.00	20,000.00	20,000.00	60,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	125,233,697.99	133,472,705.00	125,333,697.99	134,323,821.00	145,360,702.00	405,018,220.99
	115,000.00	0.00	115,000.00	470,000.00	575,000.00	1,160,000.00
0000: Unrestricted	0.00	64,188.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	58,511,358.28	63,824,288.00	58,561,358.28	63,014,994.00	65,519,439.00	187,095,791.28
2000-2999: Classified Personnel Salaries	19,812,305.00	21,679,364.00	19,912,305.00	20,959,286.00	26,396,171.00	67,267,762.00
3000-3999: Employee Benefits	26,118,128.71	29,995,877.00	26,118,128.71	29,067,729.00	32,447,914.00	87,633,771.71
4000-4999: Books And Supplies	5,339,446.55	4,590,615.00	5,339,446.55	5,968,766.00	5,448,316.00	16,756,528.55
5000-5999: Services And Other Operating Expenditures	10,893,070.45	10,529,616.00	10,843,070.45	10,221,169.00	10,029,448.00	31,093,687.45
5800: Professional/Consulting Services And Operating Expenditures	672,087.00	277,568.00	672,087.00	509,087.00	511,000.00	1,692,174.00
7000-7439: Other Outgo	3,772,302.00	2,511,189.00	3,772,302.00	4,112,790.00	4,433,414.00	12,318,506.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	125,233,697.9 9	133,472,705.0 0	125,333,697.9 9	134,323,821.0 0	145,360,702.0 0	405,018,220.9 9
		0.00	0.00	0.00	0.00	50,000.00	50,000.00
	Base	115,000.00	0.00	115,000.00	50,000.00	105,000.00	270,000.00
	Supplemental	0.00	0.00	0.00	420,000.00	420,000.00	840,000.00
0000: Unrestricted	Supplemental	0.00	64,188.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	54,336,158.28	60,853,672.00	54,386,158.28	59,543,394.00	62,047,839.00	175,977,391.2 8
1000-1999: Certificated Personnel Salaries	Supplemental	4,175,200.00	2,970,616.00	4,175,200.00	3,471,600.00	3,471,600.00	11,118,400.00
2000-2999: Classified Personnel Salaries	Base	19,312,305.00	21,158,965.00	19,312,305.00	20,171,786.00	25,608,671.00	65,092,762.00
2000-2999: Classified Personnel Salaries	Other	500,000.00	520,399.00	500,000.00	500,000.00	500,000.00	1,500,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	187,500.00	187,500.00	375,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	100,000.00	100,000.00	100,000.00	300,000.00
3000-3999: Employee Benefits	Base	26,118,128.71	29,995,877.00	26,118,128.71	29,067,729.00	32,447,914.00	87,633,771.71
4000-4999: Books And Supplies	Base	5,124,446.55	4,390,695.00	4,974,446.55	5,485,766.00	4,968,316.00	15,428,528.55
4000-4999: Books And Supplies	Lottery	215,000.00	199,920.00	215,000.00	333,000.00	330,000.00	878,000.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	150,000.00	150,000.00	150,000.00	450,000.00
5000-5999: Services And Other Operating Expenditures	Base	10,758,070.45	10,496,964.00	10,708,070.45	9,966,169.00	9,774,448.00	30,448,687.45
5000-5999: Services And Other Operating Expenditures	Supplemental	135,000.00	17,468.00	135,000.00	255,000.00	255,000.00	645,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	15,184.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Base	496,087.00	152,168.00	582,087.00	419,087.00	421,000.00	1,422,174.00
5800: Professional/Consulting Services And Operating Expenditures	Other	70,000.00	50,000.00	70,000.00	70,000.00	70,000.00	210,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	86,000.00	75,400.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	20,000.00	0.00	20,000.00	20,000.00	20,000.00	60,000.00
7000-7439: Other Outgo	Base	3,772,302.00	2,511,189.00	3,772,302.00	4,112,790.00	4,433,414.00	12,318,506.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	99,398,927.79	109,819,232.00	99,398,927.79	104,387,027.00	111,733,781.00	315,519,735.79
Goal 2	24,988,770.20	22,969,619.00	24,988,770.20	28,868,294.00	32,558,421.00	86,415,485.20
Goal 3	846,000.00	683,854.00	946,000.00	1,068,500.00	1,068,500.00	3,083,000.00

* Totals based on expenditure amounts in goal and annual update sections.

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

All Students

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	2,009	53.9% (N = 1,874)	57.0% (N = 1,894)	55.9% (N = 2,009)	- 1.1	+ 2	60.9%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	365	61.2% (N = 348)	60.3% (N = 330)	62.7% (N = 365)	+ 2.4	+ 1.5	67.0%
Burlingame High	325	63.6% (N = 291)	68.2% (N = 289)	62.8% (N = 325)	- 5.4	- 0.8	67.0%
Capuchino High	290	41.6% (N = 255)	44.7% (N = 257)	42.8% (N = 290)	- 2	+ 1.2	49.2%
Hillsdale High	337	46.0% (N = 315)	53.8% (N = 316)	57.6% (N = 337)	+ 3.8	+ 11.5	62.4%
Mills High	306	71.9% (N = 270)	70.5% (N = 285)	74.8% (N = 306)	+ 4.3	+ 3	77.7%
Peninsula High	43	2.0% (N = 51)	2.3% (N = 44)	2.3% (N = 43)	+ 0.1	+ 0.4	13.4%
San Mateo High	343	48.3% (N = 344)	52.8% (N = 373)	41.4% (N = 343)	- 11.4	- 6.9	48.0%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Hispanic Students

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	615	23.1% (N = 520)	28.4% (N = 567)	26.8% (N = 615)	- 1.6	+ 3.8	33.8%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	88	23.5% (N = 81)	27.4% (N = 95)	27.3% (N = 88)	- 0.1	+ 3.8	34.2%
Burlingame High	65	29.8% (N = 47)	53.2% (N = 47)	41.5% (N = 65)	- 11.7	+ 11.8	47.1%
Capuchino High	141	27.5% (N = 109)	28.4% (N = 116)	31.9% (N = 141)	+ 3.5	+ 4.4	38.4%
Hillsdale High	79	26.4% (N = 87)	31.2% (N = 77)	24.1% (N = 79)	- 7.1	- 2.4	31.3%
Mills High	49	48.6% (N = 35)	38.9% (N = 54)	44.9% (N = 49)	+ 6	- 3.7	50.2%
Peninsula High	31	3.0% (N = 33)	0.0% (N = 24)	3.2% (N = 31)	+ 3.2	+ 0.2	12.5%
San Mateo High	162	12.5% (N = 128)	20.8% (N = 154)	16.7% (N = 162)	- 4.1	+ 4.2	24.6%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Pacific Islanders

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	39	12.8% (N = 47)	33.3% (N = 45)	23.1% (N = 39)	- 10.3	+ 10.3	30.1%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	10	33.3% (N = 12)	33.3% (N = 9)	10.0% (N = 10)	- 23.3	- 23.3	18.2%
Burlingame High	0	0.0% (N = 5)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	13	20.0% (N = 10)	54.5% (N = 11)	30.8% (N = 13)	- 23.8	+ 10.8	37.1%
Hillsdale High	2	0.0% (N = 4)	33.3% (N = 6)	0.0% (N = 2)	- 33.3	+ 0	9.1%
Mills High	7	0.0% (N = 3)	25.0% (N = 8)	28.6% (N = 7)	+ 3.6	+ 28.6	35.1%
Peninsula High	0	0.0% (N = 4)	0.0% (N = 3)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	7	0.0% (N = 9)	28.6% (N = 7)	28.6% (N = 7)	+ 0	+ 28.6	35.1%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

African-American Students

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	22	12.5% (N = 16)	18.8% (N = 16)	27.3% (N = 22)	+ 8.5	+ 14.8	34.3%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	5	50.0% (N = 2)	25.0% (N = 4)	20.0% (N = 5)	- 5	- 30	27.7%
Burlingame High	1	0.0% (N = 2)	0.0% (N = 1)	0.0% (N = 1)	+ 0	+ 0	9.6%
Capuchino High	1	0.0% (N = 4)	33.3% (N = 3)	0.0% (N = 1)	- 33.3	+ 0	9.6%
Hillsdale High	6	0.0% (N = 3)	25.0% (N = 4)	33.3% (N = 6)	+ 8.3	+ 33.3	39.8%
Mills High	2	N/A (N = 0)	N/A (N = 0)	50.0% (N = 2)	N/A	N/A	54.8%
Peninsula High		N/A (N = 0)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	7	20.0% (N = 5)	0.0% (N = 3)	28.6% (N = 7)	+ 28.6	+ 8.6	35.4%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

English Learners in ELD

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	54	2.9% (N = 35)	11.4% (N = 44)	11.1% (N = 54)	- 0.3	+ 8.3	18.1%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	14	0.0% (N = 6)	10.0% (N = 10)	7.1% (N = 14)	- 2.9	+ 7.1	14.5%
Hillsdale High	9	20.0% (N = 5)	0.0% (N = 2)	22.2% (N = 9)	+ 22.2	+ 2.2	28.3%
Mills High	4	0.0% (N = 1)	100.0% (N = 1)	50.0% (N = 4)	- 50	+ 50	53.9%
Peninsula High	1	0.0% (N = 2)	0.0% (N = 2)	0.0% (N = 1)	+ 0	+ 0	7.9%
San Mateo High	26	0.0% (N = 21)	10.3% (N = 29)	3.8% (N = 26)	- 6.5	+ 3.8	11.4%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

EL not in ELD

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	124	16.4% (N = 146)	19.2% (N = 104)	18.5% (N = 124)	- 0.7	+ 2.1	25.5%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	16	0.0% (N = 14)	0.0% (N = 6)	6.3% (N = 16)	+ 6.3	+ 6.3	14.3%
Burlingame High	10	21.4% (N = 14)	22.2% (N = 9)	30.0% (N = 10)	+ 7.8	+ 8.6	36.0%
Capuchino High	18	17.2% (N = 29)	21.1% (N = 19)	27.8% (N = 18)	+ 6.7	+ 10.5	34.0%
Hillsdale High	13	19.0% (N = 21)	21.1% (N = 19)	23.1% (N = 13)	+ 2	+ 4	29.7%
Mills High	15	55.6% (N = 9)	29.4% (N = 17)	40.0% (N = 15)	+ 10.6	- 15.6	45.2%
Peninsula High	11	0.0% (N = 12)	0.0% (N = 13)	0.0% (N = 11)	+ 0	+ 0	8.6%
San Mateo High	41	14.9% (N = 47)	23.8% (N = 21)	12.2% (N = 41)	- 11.6	- 2.7	19.7%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Long-Term English Learners

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	50	N/A	N/A	6.0% (N = 50)	N/A	N/A	13.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	7	N/A	N/A	0.0% (N = 7)	N/A	N/A	7.4%
Burlingame High	4	N/A	N/A	25.0% (N = 4)	N/A	N/A	30.6%
Capuchino High	10	N/A	N/A	10.0% (N = 10)	N/A	N/A	16.7%
Hillsdale High	6	N/A	N/A	16.7% (N = 6)	N/A	N/A	22.9%
Mills High	1	N/A	N/A	0.0% (N = 1)	N/A	N/A	7.4%
Peninsula High	0	N/A	N/A	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	22	N/A	N/A	0.0% (N = 22)	N/A	N/A	7.4%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

Note: LTEL Data not available for 2014-15 and 2015-16.

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Reclassified English Proficient Students

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	502	51.2% (N = 426)	51.5% (N = 454)	49.8% (N = 502)	- 1.7	- 1.4	56.8%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	66	42.2% (N = 64)	38.5% (N = 78)	45.5% (N = 66)	+ 7	+ 3.3	53.1%
Burlingame High	69	54.3% (N = 46)	73.5% (N = 49)	63.8% (N = 69)	- 9.7	+ 9.4	68.8%
Capuchino High	90	38.9% (N = 54)	40.3% (N = 62)	32.2% (N = 90)	- 8.1	- 6.7	41.7%
Hillsdale High	48	41.7% (N = 48)	50.0% (N = 48)	45.8% (N = 48)	- 4.2	+ 4.2	53.4%
Mills High	110	72.6% (N = 124)	76.6% (N = 94)	78.2% (N = 110)	+ 1.6	+ 5.6	81.2%
Peninsula High	10	0.0% (N = 9)	0.0% (N = 9)	0.0% (N = 10)	+ 0	+ 0	13.9%
San Mateo High	109	43.2% (N = 81)	41.2% (N = 114)	35.8% (N = 109)	- 5.4	- 7.4	44.7%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Economically Disadvantaged Students

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	434	28.8% (N = 358)	30.8% (N = 380)	27.0% (N = 434)	- 3.8	- 1.8	34.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	63	25.0% (N = 44)	29.6% (N = 54)	25.4% (N = 63)	- 4.2	+ 0.4	32.5%
Burlingame High	23	21.1% (N = 19)	42.1% (N = 19)	39.1% (N = 23)	- 3	+ 18.1	45.0%
Capuchino High	84	25.0% (N = 64)	33.3% (N = 72)	32.1% (N = 84)	- 1.2	+ 7.1	38.6%
Hillsdale High	53	30.0% (N = 50)	25.5% (N = 47)	20.8% (N = 53)	- 4.8	- 9.2	28.3%
Mills High	55	68.8% (N = 48)	57.1% (N = 49)	54.5% (N = 55)	- 2.6	- 14.2	58.9%
Peninsula High	27	4.2% (N = 24)	0.0% (N = 21)	3.7% (N = 27)	+ 3.7	- 0.5	12.9%
San Mateo High	129	21.1% (N = 109)	24.6% (N = 118)	17.8% (N = 129)	- 6.7	- 3.3	25.7%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Homeless

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	4	71.4% (N = 7)	16.7% (N = 6)	0.0% (N = 4)	- 16.7	- 71.4	7.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	1	100.0% (N = 3)	0.0% (N = 1)	0.0% (N = 1)	+ 0	- 100	7.0%
Burlingame High	1	50.0% (N = 2)	25.0% (N = 4)	0.0% (N = 1)	- 25	- 50	7.0%
Capuchino High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	7.0%
Hillsdale High	0	N/A (N = 0)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Mills High	0	100.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High	0	0.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	7.0%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Foster Youth

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	4	28.6% (N = 7)	0.0% (N = 3)	50.0% (N = 4)	+ 50	+ 21.4	57.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	2	66.7% (N = 3)	N/A (N = 0)	50.0% (N = 2)	N/A	- 16.7	57.0%
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	0	0.0% (N = 1)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Hillsdale High	0	0.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Mills High	1	N/A (N = 0)	0.0% (N = 1)	0.0% (N = 1)	+ 0	N/A	N/A
Peninsula High	1	0.0% (N = 1)	0.0% (N = 1)	0.0% (N = 1)	+ 0	+ 0	14.0%
San Mateo High	1	0.0% (N = 1)	0.0% (N = 1)	100.0% (N = 1)	+ 100	+ 100	100.0%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.2 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-Math

A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Students with Disabilities

	Students with SBAC-Math Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	151	6.7% (N = 163)	11.1% (N = 144)	7.3% (N = 151)	- 3.8	+ 0.5	14.3%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	22	12.5% (N = 24)	8.7% (N = 23)	0.0% (N = 22)	- 8.7	- 12.5	7.5%
Burlingame High	20	0.0% (N = 17)	16.7% (N = 12)	15.0% (N = 20)	- 1.7	+ 15	21.4%
Capuchino High	28	4.5% (N = 22)	6.7% (N = 30)	3.6% (N = 28)	- 3.1	- 1	10.9%
Hillsdale High	25	5.6% (N = 36)	15.0% (N = 20)	12.0% (N = 25)	- 3	+ 6.4	18.6%
Mills High	14	20.0% (N = 10)	23.5% (N = 17)	14.3% (N = 14)	- 9.2	- 5.7	20.8%
Peninsula High	6	0.0% (N = 14)	12.5% (N = 8)	16.7% (N = 6)	+ 4.2	+ 16.7	23.0%
San Mateo High	36	7.5% (N = 40)	5.9% (N = 34)	2.8% (N = 36)	- 3.1	- 4.7	10.1%

**Students with SBAC-Math Scores = All 11th graders who took the Smarter Balanced Assessment in the Mathematics content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 2F.1 - Annual Progress on CELDT

The District will improve English Learner progress at learning English as measured by increasing the percent of students making one year of growth on CELDT (ELPAC in 2018-19) by 3%.

*One-Year Growth Definition: English Learners who scored at the Beginning, Early Intermediate, or Intermediate levels on their previous CELDT assessment must gain at least one performance level, and English Learners who scored at the Early Advanced or Advanced levels in their prior CELDT assessment must attain or maintain CELDT proficiency.

All Students

	Number of Annual CELDT Takers** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	575	63.3% (N = 769)	64.3% (N = 725)	54.6% (N = 575)	- 9.7	- 8.7	57.6%
School	CELDT Takers	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	48	69.7% (N = 76)	53.0% (N = 66)	64.6% (N = 48)	+ 11.6	- 5.2	66.9%
Burlingame High	31	70.2% (N = 57)	66.7% (N = 57)	54.8% (N = 31)	- 11.8	- 15.3	57.8%
Capuchino High	93	68.8% (N = 199)	66.0% (N = 156)	59.1% (N = 93)	- 6.9	- 9.7	61.8%
Hillsdale High	82	63.4% (N = 82)	70.6% (N = 85)	54.9% (N = 82)	- 15.7	- 8.5	57.9%
Mills High	53	74.4% (N = 82)	59.1% (N = 66)	77.4% (N = 53)	+ 18.3	+ 3	78.9%
Peninsula Alternative High	39	66.7% (N = 45)	68.8% (N = 48)	46.2% (N = 39)	- 22.6	- 20.5	49.7%
San Mateo High	229	50.0% (N = 228)	64% (N = 247)	46.7% (N = 229)	- 17.2	- 3.3	50.2%

**Number of Annual CELDT Takers = Total number of ELs who took the annual CELDT exam during the school year and also have a prior CELDT score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 2F.1 - English Language Performance Indicator

The District will improve English Learner progress at learning English as measured by the English Learner Progress Indicator (ELPI)* on the California State Dashboard.

*The State has revised its ELPI methodology for the forthcoming Fall 2017 Dashboard to give additional weight to progress made by LTELs, but this report uses the Spring 2017 Dashboard's ELPI methodology since local LTEL data is only available for the 2016-17 school year.

All Students

	Number of Annual CELDT Takers and Reclassified Students** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	824	73.3% (N = 921)	75.5% (N = 932)	72.7% (N = 824)	- 2.8	- 0.6	74.7%
School	CELDT Takers & RFEPS	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	66	83.2% (N = 95)	69.5% (N = 82)	78.8% (N = 66)	+ 9.3	- 4.4	80.3%
Burlingame High	55	80.3% (N = 76)	80.0% (N = 85)	76.4% (N = 55)	- 3.6	- 3.9	78.1%
Capuchino High	185	76.8% (N = 246)	79.5% (N = 239)	83.2% (N = 185)	+ 3.7	+ 6.4	84.5%
Hillsdale High	102	72.2% (N = 90)	78.1% (N = 96)	65.7% (N = 102)	- 12.4	- 6.5	68.2%
Mills High	81	82.4% (N = 108)	75.5% (N = 94)	90.1% (N = 81)	+ 14.6	+ 7.7	90.8%
Peninsula Alternative High	49	73.6% (N = 53)	75.4% (N = 57)	65.3% (N = 49)	- 10.1	- 8.3	67.8%
San Mateo High	286	60.5% (N = 253)	71.7% (N = 279)	62.6% (N = 286)	- 9.1	+ 2.1	65.3%

**Number of Annual CELDT Takers and Reclassified Students = Total number of ELs who took the annual CELDT exam during the school year and also have a prior CELDT score plus the students who were Reclassified as English Proficient in the prior school year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 2F.2 - ELD Course Advancement

The District will increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%.

***Note:** Due to changes in the ELD course offerings at the start of the 2016-17 school year, no prior year data is available for this metric. Thus, only status is reported.

English Learners in ELD 1

	Number of Students in ELD 1*	Status 2016-17	2018 Target
District Performance	74	47.3%	50.3%
School	Students in ELD 1	Status	2018 Target
Capuchino High	18	50.0%	52.8%
Hillsdale High	16	43.8%	47.0%
San Mateo High	40	47.5%	50.5%

****Only students who are actively enrolled in ELD 1 during the 2016-17 school year and who are actively enrolled in the district during the Fall 2017-18 semester are included.**



San Mateo Union High School District

2017-18 LCAP Goal 2F.2 - ELD Course Advancement

The District will increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%.

***Note:** Due to changes in the ELD course offerings at the start of the 2016-17 school year, no prior year data is available for this metric. Thus, only status is reported.

English Learners in ELD 2

	Number of Students in ELD 2*	Status 2016-17	2018 Target
District Performance	61	73.8%	76.8%
School	Students in ELD 2	Status	2018 Target
Capuchino High	17	88.2%	89.6%
Hillsdale High	17	70.6%	74.0%
San Mateo High	27	66.7%	70.5%

****Only students who are actively enrolled in ELD 2 during the 2016-17 school year and who are actively enrolled in the district during the Fall 2017-18 semester are included.**



San Mateo Union High School District

2017-18 LCAP Goal 2F.2 - ELD Course Advancement

The District will increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%.

***Note:** Due to changes in the ELD course offerings at the start of the 2016-17 school year, no prior year data is available for this metric. Thus, only status is reported.

English Learners in ELD 3

	Number of Students in ELD 3*	Status 2016-17	2018 Target
District Performance	91	68.1%	71.1%
School	Students in ELD 3	Status	2018 Target
Capuchino High	15	80.0%	81.9%
Hillsdale High	14	78.6%	80.6%
Mills High	24	75.0%	77.4%
San Mateo High	38	55.3%	59.5%

****Only students who are actively enrolled in ELD 3 during the 2016-17 school year and who are actively enrolled in the district during the Fall 2017-18 semester are included.**



San Mateo Union High School District

2017-18 LCAP Goal 2F.2 - ELD Course Advancement

The District will increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3%.

***Note:** Due to changes in the ELD course offerings at the start of the 2016-17 school year, no prior year data is available for this metric. Thus, only status is reported.

English Learners in All ELD Courses

	Number of Students in ELD Courses*	Status 2016-17	2018 Target
District Performance	226	62.8%	65.8%
School	Students in ELD Courses	Status	2018 Target
Capuchino High	50	72.0%	74.3%
Hillsdale High	47	63.8%	66.7%
Mills High	24	75.0%	77.0%
San Mateo High	105	55.2%	58.9%

****Only students who are actively enrolled in ELD 2 during the 2016-17 school year and who are actively enrolled in the district during the Fall 2017-18 semester are included.**

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

All Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	2,024	94.7% (N=2002)	91.6% (N=1,949)	90.9% (N=2,024)	- 0.7	- 3.8	92.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	353	98.8% (N=344)	98.4% (N=321)	96.9% (N=353)	- 1.6	- 2	97.3%
Burlingame High	314	94.8% (N=338)	91.2% (N=306)	94.3% (N=314)	+ 3.1	- 0.6	95.0%
Capuchino High	270	96.4% (N=274)	92.8% (N=250)	94.4% (N=270)	+ 1.6	- 1.9	95.1%
Hillsdale High	330	94.4% (N=301)	92.3% (N=311)	90.0% (N=330)	- 2.3	- 4.4	91.2%
Mills High	281	96.3% (N=325)	96.8% (N=311)	95.7% (N=281)	- 1.1	- 0.6	96.3%
Peninsula High	112	82.1% (N=95)	42.9% (N=91)	50.0% (N=112)	+ 7.1	- 32.1	56.2%
San Mateo High	360	95.5% (N=95.48)	93.0% (N=355)	90.0% (N=360)	- 3	- 5.5	91.2%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

Hispanic Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	581	90.8% (N=533)	84.5% (N=569)	82.8% (N=581)	- 1.7	- 8	88.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	80	98.7% (N=78)	96.6% (N=87)	96.3% (N=80)	- 0.3	- 2.5	97.4%
Burlingame High	51	89.7% (N=58)	81.0% (N=63)	92.2% (N=51)	+ 11.2	+ 2.5	94.5%
Capuchino High	117	94.4% (N=107)	86.4% (N=103)	91.5% (N=117)	+ 5	- 2.9	94.0%
Hillsdale High	91	87.2% (N=78)	91.5% (N=82)	83.5% (N=91)	- 7.9	- 3.7	88.5%
Mills High	39	92.0% (N=50)	92.7% (N=41)	87.2% (N=39)	- 5.5	- 4.8	91.1%
Peninsula High	71	82.0% (N=50)	43.6% (N=55)	47.9% (N=71)	+ 4.3	- 34.1	63.7%
San Mateo High	131	90.8% (N=109)	87.0% (N=138)	80.9% (N=131)	- 6	- 9.9	86.7%

****Cohort** = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

Pacific Islanders

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	47	97.4% (N=38)	89.7% (N=58)	89.4% (N=47)	- 0.3	- 8	92.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	12	100.0% (N≤10)	100.0% (N≤10)	91.7% (N=12)	- 8.3	- 8.3	93.7%
Burlingame High	≤10	100.0% (N≤10)	75.0% (N≤10)	100.0% (N≤10)	+ 25	+ 0	92.0%
Capuchino High	≤10	100.0% (N=17)	92.3% (N=13)	88.9% (N≤10)	- 3.4	- 11.1	92.0%
Hillsdale High	≤10	100.0% (N≤10)	100.0% (N≤10)	100.0% (N≤10)	+ 0	+ 0	92.0%
Mills High	≤10	100.0% (N≤10)	87.5% (N≤10)	100.0% (N≤10)	+ 12.5	+ 0	92.0%
Peninsula High	≤10	75.0% (N≤10)	50.0% (N≤10)	50.0% (N≤10)	+ 0	- 25	92.0%
San Mateo High	≤10	100.0% (N≤10)	100.0% (N=12)	90.0% (N≤10)	- 10	- 10	92.0%

****Cohort** = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

African-American Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	19	87.5% (N=24)	77.8% (N=27)	68.4% (N=19)	- 9.4	- 19.1	85.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	≤10	100.0% (N≤10)	100.0% (N≤10)	100.0% (N≤10)	+ 0	+ 0	100.0%
Burlingame High	≤10	100.0% (N≤10)	100.0% (N≤10)	100.0% (N≤10)	+ 0	+ 0	100.0%
Capuchino High	≤10	100.0% (N≤10)	100.0% (N≤10)	66.7% (N≤10)	- 33.3	- 33.3	85.0%
Hillsdale High	≤10	100.0% (N≤10)	87.5% (N≤10)	80.0% (N≤10)	- 7.5	- 20	85.0%
Mills High	0	50.0% (N≤10)	50.0% (N≤10)	N/A (N=0)	N/A	N/A	N/A
Peninsula High	≤10	100.0% (N≤10)	N/A (N≤10)	0.0% (N≤10)	N/A	- 100	85.0%
San Mateo High	≤10	83.3% (N≤10)	100.0% (N≤10)	50.0% (N≤10)	- 50	- 33.3	85.0%

****Cohort =** The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

English Learners

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	288	85.8% (N=295)	82.9% (N=321)	71.2% (N=288)	- 11.7	- 14.6	85.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	16	96.3% (N=27)	100.0% (N=29)	100.0% (N=16)	+ 0	+ 3.7	100.0%
Burlingame High	26	86.5% (N=37)	76.5% (N=34)	88.5% (N=26)	+ 12	+ 2	94.0%
Capuchino High	67	88.5% (N=52)	87.1% (N=62)	88.1% (N=67)	+ 1	- 0.4	93.8%
Hillsdale High	37	80.0% (N=35)	79.5% (N=39)	59.5% (N=37)	- 20	- 20.5	78.9%
Mills High	31	85.2% (N=54)	98.3% (N=59)	74.2% (N=31)	- 24.1	- 11	86.6%
Peninsula High	42	83.3% (N=30)	50.0% (N=32)	33.3% (N=42)	- 16.7	- 50	65.3%
San Mateo High	69	84.8% (N=59)	78.8% (N=66)	69.6% (N=69)	- 9.2	- 15.2	84.2%

****Cohort** = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

Economically Disadvantaged Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	613	91.1% (N=585)	85.8% (N=660)	80.3% (N=613)	- 5.5	- 10.9	88.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	73	98.6% (N=70)	98.1% (N=103)	97.3% (N=73)	- 0.8	- 1.3	98.3%
Burlingame High	33	86.4% (N=44)	78.9% (N=52)	81.8% (N=33)	+ 3	- 4.5	88.9%
Capuchino High	117	96.7% (N=122)	89.1% (N=110)	88.9% (N=117)	- 0.2	- 7.8	93.2%
Hillsdale High	80	90.6% (N=85)	88.2% (N=85)	77.5% (N=80)	- 10.7	- 13.1	86.3%
Mills High	72	90.9% (N=77)	94.3% (N=88)	93.1% (N=72)	- 1.3	+ 2.2	95.8%
Peninsula High	82	82.8% (N=64)	43.9% (N=66)	42.7% (N=82)	- 1.3	- 40.1	65.2%
San Mateo High	155	91.5% (N=118)	89.1% (N=156)	81.3% (N=155)	- 7.8	- 10.2	88.6%

****Cohort** = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

Students with Disabilities

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	236	80.4% (N=204)	76.9% (N=247)	73.7% (N=236)	- 3.2	- 6.7	85.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	25	95.2% (N=21)	96.3% (N=27)	96.0% (N=25)	- 0.3	+ 0.8	97.7%
Burlingame High	36	76.9% (N=26)	72.5% (N=40)	69.4% (N=36)	- 3.1	- 7.5	82.6%
Capuchino High	24	89.7% (N=29)	85.7% (N=35)	83.3% (N=24)	- 2.4	- 6.3	90.5%
Hillsdale High	47	77.4% (N=31)	83.3% (N=42)	70.2% (N=47)	- 13.1	- 7.2	83.0%
Mills High	22	88.5% (N=26)	81.3% (N=32)	63.3% (N=22)	- 17.9	- 25.1	79.2%
Peninsula High	36	61.5% (N=26)	32.1% (N=28)	58.3% (N=36)	+ 26.2	- 3.2	76.2%
San Mateo High	42	97.1% (N=35)	84.6% (N=39)	88.1% (N=42)	+ 3.5	- 9	93.2%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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1-Year change = 2015-16 Status - 2014-15 Status

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San Mateo Union High School District

2017-18 LCAP Goal 2G - Increase Graduation Rate

Increase graduation rates overall and among key subgroups (2017-2020):

Overall: 90.8% to 92%, **Hispanic/Latino:** 82.8% to 88%, **Pacific Islander:** 89.4 to 92%, **African American:** 68.4% to 85%, **Low-income student:** 80.3 to 88%, **English Learner student:** 71.5% to 85%, **Special Education students:** 74.2% to 85%, **Foster Youth:** 55.6% to 70% (per AB-167).

Foster Youth

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	236	N/A	100.0% (N≤10)	62.5% (N≤10)	- 37.5	N/A	70.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	25	N/A	100.0% (N≤10)	100.0% (N≤10)	+ 0	N/A	100.0%
Burlingame High	36	N/A	N/A (N=0)	N/A (N=0)	N/A	N/A	N/A
Capuchino High	24	N/A	N/A (N=0)	N/A (N=0)	N/A	N/A	N/A
Hillsdale High	47	N/A	N/A (N=0)	100.0% (N≤10)	N/A	N/A	100.0%
Mills High	22	N/A	N/A (N=0)	0.0% (N≤10)	N/A	N/A	70.0%
Peninsula High	36	N/A	100.0% (N≤10)	50.0% (N≤10)	- 50	N/A	70.0%
San Mateo High	42	N/A	N/A (N=0)	100.0% (N≤10)	N/A	N/A	100.0%

****Cohort** = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

Note: Foster Youth graduation data not available for 2013-14.



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

All Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	8,960	12 Students	16 Students	8 Students	- 8 Students	- 4 Students	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1,588	0 Students	3 Students	0 Students	- 3 Students	+ 0 Students	0 Students
Burlingame High	1,469	1 Student	0 Students	1 Student	+ 1 Student	+ 0 Students	0 Students
Capuchino High	1,256	4 Students	5 Students	0 Students	- 5 Students	- 4 Students	0 Students
Hillsdale High	1,460	2 Students	1 Student	2 Students	+ 1 Student	+ 0 Students	0 Students
Mills High	1,274	1 Student	4 Students	2 Students	- 2 Students	+ 1 Student	0 Students
Peninsula Alternative High	248	3 Students	2 Students	2 Students	+ 0 Students	- 1 Student	0 Students
San Mateo High	1,729	1 Student	1 Student	1 Student	+ 0 Students	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Students with Disabilities

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	910	4 Students	4 Students	2 Students	- 2 Students	- 2 Students	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	113	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Burlingame High	168	0 Students	0 Students	1 Student	+ 1 Student	+ 1 Student	0 Students
Capuchino High	146	3 Students	2 Students	0 Students	- 2 Students	- 3 Students	0 Students
Hillsdale High	163	0 Students	0 Students	1 Student	+ 1 Student	+ 1 Student	0 Students
Mills High	135	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Peninsula Alternative High	57	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
San Mateo High	143	1 Student	0 Students	0 Students	+ 0 Students	- 1 Student	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Hispanic Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,918	8 Students	7 Students	4 Students	- 3 Students	- 4 Students	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	445	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Burlingame High	273	1 Student	0 Students	0 Students	+ 0 Students	- 1 Student	0 Students
Capuchino High	619	3 Students	3 Students	0 Students	- 3 Students	- 3 Students	0 Students
Hillsdale High	438	1 Student	1 Student	1 Student	+ 0 Students	+ 0 Students	0 Students
Mills High	255	0 Students	2 Students	0 Students	- 2 Students	+ 0 Students	0 Students
Peninsula Alternative High	160	2 Students	0 Students	2 Students	+ 2 Students	+ 0 Students	0 Students
San Mateo High	769	1 Student	0 Students	1 Student	+ 1 Student	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Pacific Islanders

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	219	0 Students	2 Students	0 Students	- 2 Students	+ 0 Students	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	59	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Burlingame High	11	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Capuchino High	53	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Hillsdale High	14	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Mills High	36	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Peninsula Alternative High	14	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
San Mateo High	34	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

English Learners in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	328	1 Student	1 Student	1 Student	+ 0 Students	+ 0 Students	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1			0 Students			0 Students
Burlingame High	3	0 Students		0 Students		+ 0 Students	0 Students
Capuchino High	67	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Hillsdale High	74	1 Student	1 Student	1 Student	+ 0 Students	+ 0 Students	0 Students
Mills High	29	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Peninsula Alternative High	6	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
San Mateo High	156	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

English Learners not in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	587	2 Students	3 Students	1 Student	- 2 Students	- 1 Student	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	60	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Burlingame High	57	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Capuchino High	120	1 Student	0 Students	0 Students	+ 0 Students	- 1 Student	0 Students
Hillsdale High	77	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Mills High	69	0 Students	2 Students	0 Students	- 2 Students	+ 0 Students	0 Students
Peninsula Alternative High	58	0 Students	0 Students	1 Student	+ 1 Student	+ 1 Student	0 Students
San Mateo High	160	1 Student	1 Student	0 Students	- 1 Student	- 1 Student	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Long Term English Learners

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	255	N/A	N/A	0 Students	N/A	N/A	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	32	N/A	N/A	0 Students	N/A	N/A	0 Students
Burlingame High	21	N/A	N/A	0 Students	N/A	N/A	0 Students
Capuchino High	45	N/A	N/A	0 Students	N/A	N/A	0 Students
Hillsdale High	61	N/A	N/A	0 Students	N/A	N/A	0 Students
Mills High	15	N/A	N/A	0 Students	N/A	N/A	0 Students
Peninsula Alternative High	8	N/A	N/A	0 Students	N/A	N/A	0 Students
San Mateo High	81	N/A	N/A	0 Students	N/A	N/A	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

****LTEL Data for 2014-15 and 2015-16 are unavailable.**



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Reclassified English Proficient Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,327	1 Student	2 Students	0 Students	- 2 Students	- 1 Student	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	367	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Burlingame High	330	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Capuchino High	394	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Hillsdale High	220	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Mills High	443	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Peninsula Alternative High	59	1 Student	0 Students	0 Students	+ 0 Students	- 1 Student	0 Students
San Mateo High	524	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Economically Disadvantaged Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	1,578	4 Students	5 Students	2 Students	- 3 Students	- 2 Students	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	245	0 Students	1 Student	0 Students	- 1 Student	+ 0 Students	0 Students
Burlingame High	90	1 Student	0 Students	0 Students	+ 0 Students	- 1 Student	0 Students
Capuchino High	315	1 Student	1 Student	0 Students	- 1 Student	- 1 Student	0 Students
Hillsdale High	208	1 Student	1 Student	1 Student	+ 0 Students	+ 0 Students	0 Students
Mills High	187	0 Students	2 Students	0 Students	- 2 Students	+ 0 Students	0 Students
Peninsula Alternative High	90	1 Student	0 Students	1 Student	+ 1 Student	+ 0 Students	0 Students
San Mateo High	467	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Expulsion Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

Homeless/Foster Youth

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	71	0 Students	0 Students	1 Student	+ 1 Student	+ 1 Student	0 Students
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	15	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Burlingame High	10	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Capuchino High	4	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Hillsdale High	8	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Mills High	2	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students
Peninsula Alternative High	17	0 Students	0 Students	1 Student	+ 1 Student	+ 1 Student	0 Students
San Mateo High	18	0 Students	0 Students	0 Students	+ 0 Students	+ 0 Students	0 Students

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

All Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	8,960	3.1%	3.3%	3.0%	- 0.3	+ 0	2.5%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1,588	1.8%	0.8%	1.6%	+ 0.8	- 0.2	1.3%
Burlingame High	1,469	2.3%	1.6%	2.0%	+ 0.4	- 0.2	1.7%
Capuchino High	1,256	3.1%	2.2%	4.2%	+ 2	+ 1.1	3.5%
Hillsdale High	1,460	3.5%	4.5%	2.5%	- 2	- 1	2.1%
Mills High	1,274	1.4%	1.8%	2.0%	+ 0.3	+ 0.6	1.7%
Peninsula Alternative High	248	16.0%	22.0%	23.0%	+ 1	+ 7	19.2%
San Mateo High	1,729	3.2%	3.7%	2.7%	- 1	- 0.6	2.2%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Students with Disabilities

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	910	8.2%	6.6%	7.1%	+ 0.6	- 1	6.1%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	113	8.0%	4.3%	5.3%	+ 1	- 2.7	4.6%
Burlingame High	168	5.8%	4.1%	3.6%	- 0.5	- 2.2	3.1%
Capuchino High	146	8.2%	4.9%	8.9%	+ 4	+ 0.7	7.7%
Hillsdale High	163	8.6%	5.3%	4.9%	- 0.4	- 3.7	4.2%
Mills High	135	4.0%	5.4%	5.2%	- 0.2	+ 1.2	4.5%
Peninsula Alternative High	57	14.4%	14.8%	15.8%	+ 1	+ 1.4	13.6%
San Mateo High	143	7.1%	7.4%	11.2%	+ 3.8	+ 4.1	9.6%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Hispanic Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,918	5.3%	5.3%	5.2%	+ 0	+ 0	4.2%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	445	2.7%	1.5%	3.6%	+ 2.1	+ 0.9	2.9%
Burlingame High	273	3.8%	1.5%	3.3%	+ 1.8	- 0.5	2.7%
Capuchino High	619	3.6%	2.6%	5.8%	+ 3.2	+ 2.3	4.7%
Hillsdale High	438	6.1%	8.0%	3.4%	- 4.6	- 2.7	2.8%
Mills High	255	3.1%	4.5%	2.0%	- 2.6	- 1.2	1.6%
Peninsula Alternative High	160	17.9%	17.1%	24.4%	+ 7.3	+ 6.4	19.7%
San Mateo High	769	5.4%	6.0%	4.3%	- 1.7	- 1.1	3.5%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Pacific Islanders

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	219	4.1%	7.5%	5.0%	- 2.5	+ 0.9	4.0%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	59	4.8%	2.0%	3.4%	+ 1.3	- 1.4	2.7%
Burlingame High	11	7.7%	0.0%	9.1%	+ 9.1	+ 1.4	7.3%
Capuchino High	53	6.8%	3.4%	1.9%	- 1.6	- 4.9	1.5%
Hillsdale High	14	4.2%	15.8%	0.0%	- 15.8	- 4.2	0.0%
Mills High	36	0.0%	3.8%	2.8%	- 1.1	+ 2.8	2.2%
Peninsula Alternative High	14	12.5%	25.0%	42.9%	+ 17.9	+ 30.4	34.3%
San Mateo High	34	0.0%	12.8%	2.9%	- 9.9	+ 2.9	2.4%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

English Learners in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	328	11.3%	8.6%	6.7%	- 1.9	- 4.6	5.7%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1			0.0%			0.0%
Burlingame High	3	0.0%		0.0%		+ 0	0.0%
Capuchino High	67	7.3%	4.1%	9.0%	+ 4.9	+ 1.6	7.6%
Hillsdale High	74	7.7%	9.1%	6.8%	- 2.3	- 0.9	5.7%
Mills High	29	0.0%	0.0%	3.4%	+ 3.4	+ 3.4	2.9%
Peninsula Alternative High	6	16.7%	11.1%	33.3%	+ 22.2	+ 16.7	28.4%
San Mateo High	156	16.0%	10.4%	5.1%	- 5.3	- 10.8	4.4%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

English Learners not in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	587	6.6%	6.7%	8.5%	+ 1.8	+ 1.9	7.5%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	60	3.6%	1.4%	6.7%	+ 5.2	+ 3.1	5.9%
Burlingame High	57	7.0%	1.4%	5.3%	+ 3.9	- 1.7	4.6%
Capuchino High	120	3.1%	3.0%	6.7%	+ 3.7	+ 3.6	5.9%
Hillsdale High	77	6.9%	8.3%	2.6%	- 5.7	- 4.3	2.3%
Mills High	69	2.4%	3.9%	4.3%	+ 0.4	+ 1.9	3.8%
Peninsula Alternative High	58	18.4%	18.8%	29.3%	+ 10.6	+ 10.9	25.9%
San Mateo High	160	7.5%	9.0%	8.1%	- 0.9	+ 0.7	7.2%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Long Term English Learners

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	255	N/A	N/A	7.1%	N/A	N/A	6.1%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	32	N/A	N/A	9.4%	N/A	N/A	8.0%
Burlingame High	21	N/A	N/A	0.0%	N/A	N/A	0.0%
Capuchino High	45	N/A	N/A	4.4%	N/A	N/A	3.8%
Hillsdale High	61	N/A	N/A	3.3%	N/A	N/A	2.8%
Mills High	15	N/A	N/A	0.0%	N/A	N/A	0.0%
Peninsula Alternative High	8	N/A	N/A	25.0%	N/A	N/A	21.5%
San Mateo High	81	N/A	N/A	11.1%	N/A	N/A	9.5%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

****LTEL Data for 2014-15 and 2015-16 are unavailable.**



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Reclassified English Proficient Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,327	2.0%	2.6%	2.8%	+ 0.2	+ 0.8	1.8%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	367	1.4%	1.0%	2.7%	+ 1.7	+ 1.3	1.7%
Burlingame High	330	1.9%	2.9%	1.2%	- 1.7	- 0.7	0.8%
Capuchino High	394	2.1%	1.9%	3.8%	+ 1.9	+ 1.7	2.4%
Hillsdale High	220	3.5%	3.8%	1.8%	- 2	- 1.7	1.2%
Mills High	443	1.1%	1.1%	1.4%	+ 0.2	+ 0.2	0.9%
Peninsula Alternative High	59	9.5%	17.1%	23.7%	+ 6.6	+ 14.2	15.2%
San Mateo High	524	1.2%	2.4%	2.3%	- 0.1	+ 1	1.5%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Economically Disadvantaged Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	1,578	5.6%	7.2%	6.1%	- 1.1	+ 0.6	5.1%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	245	3.6%	1.6%	3.7%	+ 2.1	+ 0.1	3.1%
Burlingame High	90	5.6%	3.6%	3.3%	- 0.3	- 2.3	2.8%
Capuchino High	315	4.5%	4.1%	7.9%	+ 3.8	+ 3.5	6.6%
Hillsdale High	208	7.3%	7.8%	2.9%	- 4.9	- 4.4	2.4%
Mills High	187	2.0%	4.1%	4.8%	+ 0.7	+ 2.9	4.0%
Peninsula Alternative High	90	17.6%	31.2%	26.7%	- 4.5	+ 9	22.3%
San Mateo High	467	5.2%	6.5%	4.7%	- 1.7	- 0.5	3.9%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.1 - Decrease in Suspension Rates

The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Suspension Rate is defined as the number of students suspended at least once during the academic year divided by cumulative enrollment.

Homeless/Foster Youth

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	71	7.6%	14.5%	15.5%	+ 1	+ 7.9	14.5%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	15	5.9%	0.0%	13.3%	+ 13.3	+ 7.5	12.5%
Burlingame High	10	0.0%	12.5%	0.0%	- 12.5	+ 0	0.0%
Capuchino High	4	28.6%	12.5%	25.0%	+ 12.5	- 3.6	23.4%
Hillsdale High	8	8.3%	0.0%	0.0%	+ 0	- 8.3	0.0%
Mills High	2	0.0%	33.3%	0.0%	- 33.3	+ 0	0.0%
Peninsula Alternative High	17	20.0%	25.0%	35.3%	+ 10.3	+ 15.3	33.0%
San Mateo High	18	0.0%	28.6%	16.7%	- 11.9	+ 16.7	15.6%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

All Students

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	873 Lost Days	1005 Lost Days	890 Lost Days	- 116 Lost Days	+ 17 Lost Days	845 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	83 Lost Days	40 Lost Days	70 Lost Days	+ 30 Lost Days	- 13 Lost Days	67 Lost Days
Burlingame High	71 Lost Days	62 Lost Days	87 Lost Days	+ 25 Lost Days	+ 16 Lost Days	83 Lost Days
Capuchino High	134 Lost Days	124 Lost Days	171 Lost Days	+ 47 Lost Days	+ 37 Lost Days	162 Lost Days
Hillsdale High	173 Lost Days	192 Lost Days	119 Lost Days	- 73 Lost Days	- 54 Lost Days	113 Lost Days
Mills High	62 Lost Days	87 Lost Days	75 Lost Days	- 12 Lost Days	+ 13 Lost Days	71 Lost Days
Peninsula Alternative High	173 Lost Days	318 Lost Days	217 Lost Days	- 101 Lost Days	+ 44 Lost Days	206 Lost Days
San Mateo High	177 Lost Days	182 Lost Days	151 Lost Days	- 32 Lost Days	- 27 Lost Days	143 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Students with Disabilities

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	280 Lost Days	213 Lost Days	232 Lost Days	+ 19 Lost Days	- 48 Lost Days	197 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	27 Lost Days	19 Lost Days	28 Lost Days	+ 9 Lost Days	+ 2 Lost Days	24 Lost Days
Burlingame High	24 Lost Days	18 Lost Days	26 Lost Days	+ 8 Lost Days	+ 2 Lost Days	22 Lost Days
Capuchino High	56 Lost Days	33 Lost Days	29 Lost Days	- 4 Lost Days	- 27 Lost Days	25 Lost Days
Hillsdale High	64 Lost Days	29 Lost Days	32 Lost Days	+ 3 Lost Days	- 32 Lost Days	27 Lost Days
Mills High	18 Lost Days	28 Lost Days	16 Lost Days	- 12 Lost Days	- 2 Lost Days	14 Lost Days
Peninsula Alternative High	51 Lost Days	50 Lost Days	34 Lost Days	- 16 Lost Days	- 17 Lost Days	29 Lost Days
San Mateo High	40 Lost Days	36 Lost Days	67 Lost Days	+ 31 Lost Days	+ 27 Lost Days	57 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Hispanic Students

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	484 Lost Days	480 Lost Days	533 Lost Days	+ 53 Lost Days	+ 49 Lost Days	453 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	28 Lost Days	16 Lost Days	42 Lost Days	+ 26 Lost Days	+ 15 Lost Days	36 Lost Days
Burlingame High	25 Lost Days	6 Lost Days	28 Lost Days	+ 22 Lost Days	+ 3 Lost Days	24 Lost Days
Capuchino High	63 Lost Days	57 Lost Days	124 Lost Days	+ 67 Lost Days	+ 61 Lost Days	105 Lost Days
Hillsdale High	86 Lost Days	94 Lost Days	39 Lost Days	- 55 Lost Days	- 47 Lost Days	33 Lost Days
Mills High	24 Lost Days	45 Lost Days	18 Lost Days	- 27 Lost Days	- 6 Lost Days	15 Lost Days
Peninsula Alternative High	114 Lost Days	139 Lost Days	162 Lost Days	+ 23 Lost Days	+ 48 Lost Days	138 Lost Days
San Mateo High	144 Lost Days	123 Lost Days	120 Lost Days	- 4 Lost Days	- 25 Lost Days	102 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Pacific Islanders

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	38 Lost Days	82 Lost Days	49 Lost Days	- 33 Lost Days	+ 11 Lost Days	42 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	11 Lost Days	1 Lost Days	2 Lost Days	+ 1 Lost Days	- 9 Lost Days	2 Lost Days
Burlingame High	1 Lost Days	0 Lost Days	3 Lost Days	+ 3 Lost Days	+ 2 Lost Days	3 Lost Days
Capuchino High	21 Lost Days	15 Lost Days	5 Lost Days	- 10 Lost Days	- 16 Lost Days	4 Lost Days
Hillsdale High	1 Lost Days	6 Lost Days	0 Lost Days	- 6 Lost Days	- 1 Lost Days	0 Lost Days
Mills High	0 Lost Days	5 Lost Days	2 Lost Days	- 3 Lost Days	+ 2 Lost Days	2 Lost Days
Peninsula Alternative High	4 Lost Days	33 Lost Days	27 Lost Days	- 6 Lost Days	+ 23 Lost Days	23 Lost Days
San Mateo High	0 Lost Days	22 Lost Days	10 Lost Days	- 12 Lost Days	+ 10 Lost Days	9 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

English Learners in ELD

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	105 Lost Days	85 Lost Days	64 Lost Days	- 21 Lost Days	- 41 Lost Days	54 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	0 Lost Days	0 Lost Days	0 Lost Days			0 Lost Days
Burlingame High	0 Lost Days	0 Lost Days	0 Lost Days		+ 0 Lost Days	0 Lost Days
Capuchino High	9 Lost Days	10 Lost Days	19 Lost Days	+ 9 Lost Days	+ 10 Lost Days	16 Lost Days
Hillsdale High	17 Lost Days	12 Lost Days	13 Lost Days	+ 1 Lost Days	- 4 Lost Days	11 Lost Days
Mills High	0 Lost Days	0 Lost Days	2 Lost Days	+ 2 Lost Days	+ 2 Lost Days	2 Lost Days
Peninsula Alternative High	3 Lost Days	11 Lost Days	10 Lost Days	- 1 Lost Days	+ 7 Lost Days	9 Lost Days
San Mateo High	76 Lost Days	52 Lost Days	20 Lost Days	- 32 Lost Days	- 56 Lost Days	17 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

English Learners not in ELD

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	190 Lost Days	177 Lost Days	195 Lost Days	+ 18 Lost Days	+ 5 Lost Days	165 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	7 Lost Days	1 Lost Days	6 Lost Days	+ 5 Lost Days	- 1 Lost Days	5 Lost Days
Burlingame High	24 Lost Days	3 Lost Days	10 Lost Days	+ 7 Lost Days	- 14 Lost Days	9 Lost Days
Capuchino High	27 Lost Days	20 Lost Days	26 Lost Days	+ 6 Lost Days	- 1 Lost Days	22 Lost Days
Hillsdale High	22 Lost Days	29 Lost Days	11 Lost Days	- 18 Lost Days	- 11 Lost Days	9 Lost Days
Mills High	11 Lost Days	15 Lost Days	19 Lost Days	+ 4 Lost Days	+ 8 Lost Days	16 Lost Days
Peninsula Alternative High	45 Lost Days	56 Lost Days	75 Lost Days	+ 19 Lost Days	+ 30 Lost Days	64 Lost Days
San Mateo High	54 Lost Days	53 Lost Days	48 Lost Days	- 6 Lost Days	- 7 Lost Days	40 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Long Term English Learners

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	0 Lost Days	0 Lost Days	66 Lost Days			56 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	0 Lost Days	0 Lost Days	3 Lost Days	N/A	N/A	3 Lost Days
Burlingame High	0 Lost Days	0 Lost Days	0 Lost Days	N/A	N/A	0 Lost Days
Capuchino High	0 Lost Days	0 Lost Days	4 Lost Days	N/A	N/A	3 Lost Days
Hillsdale High	0 Lost Days	0 Lost Days	11 Lost Days	N/A	N/A	9 Lost Days
Mills High	0 Lost Days	0 Lost Days	0 Lost Days	N/A	N/A	0 Lost Days
Peninsula Alternative High	0 Lost Days	0 Lost Days	6 Lost Days	N/A	N/A	5 Lost Days
San Mateo High	0 Lost Days	0 Lost Days	42 Lost Days	N/A	N/A	35 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Reclassified English Proficient Students

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	104 Lost Days	181 Lost Days	208 Lost Days	+ 27 Lost Days	+ 104 Lost Days	177 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	17 Lost Days	8 Lost Days	28 Lost Days	+ 20 Lost Days	+ 11 Lost Days	24 Lost Days
Burlingame High	5 Lost Days	14 Lost Days	16 Lost Days	+ 2 Lost Days	+ 11 Lost Days	14 Lost Days
Capuchino High	8 Lost Days	21 Lost Days	55 Lost Days	+ 34 Lost Days	+ 47 Lost Days	47 Lost Days
Hillsdale High	21 Lost Days	25 Lost Days	7 Lost Days	- 18 Lost Days	- 14 Lost Days	6 Lost Days
Mills High	22 Lost Days	19 Lost Days	7 Lost Days	- 12 Lost Days	- 15 Lost Days	6 Lost Days
Peninsula Alternative High	20 Lost Days	74 Lost Days	54 Lost Days	- 20 Lost Days	+ 34 Lost Days	46 Lost Days
San Mateo High	11 Lost Days	20 Lost Days	41 Lost Days	+ 21 Lost Days	+ 30 Lost Days	35 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Economically Disadvantaged Students

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	332 Lost Days	350 Lost Days	328 Lost Days	- 22 Lost Days	- 4 Lost Days	279 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	32 Lost Days	9 Lost Days	23 Lost Days	+ 14 Lost Days	- 9 Lost Days	20 Lost Days
Burlingame High	26 Lost Days	7 Lost Days	10 Lost Days	+ 3 Lost Days	- 16 Lost Days	9 Lost Days
Capuchino High	38 Lost Days	52 Lost Days	83 Lost Days	+ 31 Lost Days	+ 45 Lost Days	71 Lost Days
Hillsdale High	46 Lost Days	33 Lost Days	18 Lost Days	- 15 Lost Days	- 28 Lost Days	15 Lost Days
Mills High	12 Lost Days	38 Lost Days	24 Lost Days	- 14 Lost Days	+ 12 Lost Days	20 Lost Days
Peninsula Alternative High	74 Lost Days	119 Lost Days	104 Lost Days	- 15 Lost Days	+ 30 Lost Days	88 Lost Days
San Mateo High	104 Lost Days	92 Lost Days	66 Lost Days	- 26 Lost Days	- 38 Lost Days	56 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3A.2 - Decrease in in Lost Instructional Days Due to Suspension

The District will reduce by 5% the overall number instructional days lost due to suspension in 2017-18, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.

Homeless/Foster Youth

	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	23 Lost Days	51 Lost Days	55 Lost Days	+ 4 Lost Days	+ 32 Lost Days	47 Lost Days
School	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	5 Lost Days	0 Lost Days	6 Lost Days	+ 6 Lost Days	+ 1 Lost Days	5 Lost Days
Burlingame High	0 Lost Days	1 Lost Days	0 Lost Days	- 1 Lost Days	+ 0 Lost Days	0 Lost Days
Capuchino High	10 Lost Days	10 Lost Days	5 Lost Days	- 5 Lost Days	- 5 Lost Days	4 Lost Days
Hillsdale High	1 Lost Days	0 Lost Days	0 Lost Days	+ 0 Lost Days	- 1 Lost Days	0 Lost Days
Mills High	0 Lost Days	8 Lost Days	0 Lost Days	- 8 Lost Days	+ 0 Lost Days	0 Lost Days
Peninsula Alternative High	7 Lost Days	20 Lost Days	32 Lost Days	+ 12 Lost Days	+ 25 Lost Days	27 Lost Days
San Mateo High	0 Lost Days	12 Lost Days	12 Lost Days	+ 0 Lost Days	+ 12 Lost Days	10 Lost Days

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

Mental Health

Overall Results



Grade 9

Grade 11

Eating of Breakfast
(Yes)



Sad and Hopeless
Feelings, Past 12
Months



Seriously Considered
Attempting Suicide,
Past 12 Months



Drug and Alcohol Use, Past 30 Days

Overall Results

Grade 9

Grade 11

Alcohol



Marijuana



Any Alcohol or Drug



School Connectedness Scale

Overall Results

Grade 9

Grade 11

High



Medium



Low





San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

*Absenteeism is defined as the average absence rate for each student group. Absence rate is defined as the number of days absent divided by the number of days enrolled for each student.

All Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	8,960	4.3%	4.0%	4.1%	+ 0.1	- 0.2	3.9%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1,588	3.8%	3.3%	2.7%	- 0.7	- 1.1	2.5%
Burlingame High	1,469	3.5%	3.2%	3.2%	+ 0	- 0.4	3.0%
Capuchino High	1,256	4.3%	5.0%	5.6%	+ 0.6	+ 1.4	5.3%
Hillsdale High	1,460	4.3%	3.9%	3.5%	- 0.4	- 0.8	3.3%
Mills High	1,274	2.9%	2.7%	3.0%	+ 0.3	+ 0.1	2.8%
Peninsula Alternative High	248	16.4%	16.6%	17.5%	+ 0.9	+ 1.1	16.4%
San Mateo High	1,729	5.0%	4.1%	5.1%	+ 1	+ 0	4.7%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

*Absenteeism is defined as the average absence rate for each student group. Absence rate is defined as the number of days absent divided by the number of days enrolled for each student.

Students with Disabilities

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	910	6.9%	7.6%	7.3%	- 0.3	+ 0.4	6.8%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	113	5.3%	5.9%	4.2%	- 1.8	- 1.1	3.9%
Burlingame High	168	4.4%	4.0%	3.9%	- 0.1	- 0.5	3.7%
Capuchino High	146	6.7%	8.9%	12.0%	+ 3.2	+ 5.3	11.2%
Hillsdale High	163	7.6%	6.0%	5.0%	- 1	- 2.7	4.6%
Mills High	135	4.1%	5.6%	6.6%	+ 1	+ 2.5	6.1%
Peninsula Alternative High	57	17.8%	21.2%	18.6%	- 2.6	+ 0.8	17.3%
San Mateo High	143	7.5%	7.5%	9.4%	+ 1.9	+ 1.9	8.7%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

*Absenteeism is defined as the average absence rate for each student group. Absence rate is defined as the number of days absent divided by the number of days enrolled for each student.

Hispanic Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,918	5.4%	5.4%	5.7%	+ 0.3	+ 0.3	5.2%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	445	4.1%	4.0%	3.0%	- 1	- 1.1	2.8%
Burlingame High	273	4.1%	3.4%	3.8%	+ 0.3	- 0.3	3.4%
Capuchino High	619	4.4%	5.8%	6.1%	+ 0.3	+ 1.7	5.6%
Hillsdale High	438	5.0%	5.1%	4.5%	- 0.6	- 0.5	4.1%
Mills High	255	3.6%	4.3%	4.8%	+ 0.5	+ 1.2	4.4%
Peninsula Alternative High	160	16.5%	15.3%	17.7%	+ 2.4	+ 1.2	16.2%
San Mateo High	769	6.4%	5.4%	6.7%	+ 1.3	+ 0.3	6.1%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

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San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

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Pacific Islanders

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	219	6.1%	5.7%	5.7%	+ 0	- 0.4	5.2%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	59	3.8%	3.1%	4.3%	+ 1.2	+ 0.5	3.9%
Burlingame High	11	7.7%	5.2%	3.9%	- 1.3	- 3.8	3.6%
Capuchino High	53	5.3%	6.7%	5.1%	- 1.5	- 0.2	4.7%
Hillsdale High	14	8.4%	3.9%	6.4%	+ 2.5	- 2	5.8%
Mills High	36	5.4%	4.3%	3.2%	- 1.2	- 2.3	2.9%
Peninsula Alternative High	14	15.9%	22.2%	18.0%	- 4.2	+ 2.1	16.4%
San Mateo High	34	7.2%	5.5%	8.6%	+ 3.1	+ 1.4	7.8%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

*Absenteeism is defined as the average absence rate for each student group. Absence rate is defined as the number of days absent divided by the number of days enrolled for each student.

English Learners in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	328	6.9%	6.6%	7.8%	+ 1.2	+ 0.9	7.3%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1			0.0%			0.0%
Burlingame High	3	0.0%		0.0%		+ 0	0.0%
Capuchino High	67	5.9%	5.0%	4.9%	- 0.1	- 1	4.6%
Hillsdale High	74	5.7%	4.4%	5.5%	+ 1.1	- 0.1	5.2%
Mills High	29	7.6%	1.6%	4.2%	+ 2.7	- 3.4	4.0%
Peninsula Alternative High	6	17.1%	19.5%	24.4%	+ 4.9	+ 7.4	22.9%
San Mateo High	156	7.8%	7.6%	10.5%	+ 2.9	+ 2.7	9.8%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

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San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

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English Learners not in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	587	5.8%	5.9%	6.5%	+ 0.6	+ 0.7	6.0%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	60	4.4%	4.9%	2.6%	- 2.3	- 1.7	2.4%
Burlingame High	57	4.5%	3.2%	2.3%	- 0.9	- 2.2	2.1%
Capuchino High	120	3.7%	5.3%	6.5%	+ 1.1	+ 2.8	6.0%
Hillsdale High	77	4.6%	5.8%	4.4%	- 1.4	- 0.1	4.1%
Mills High	69	3.6%	4.3%	4.1%	- 0.3	+ 0.5	3.7%
Peninsula Alternative High	58	19.6%	15.7%	18.0%	+ 2.3	- 1.6	16.6%
San Mateo High	160	6.2%	6.7%	8.5%	+ 1.8	+ 2.3	7.8%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

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Long Term English Learners

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	255	N/A	N/A	6.1%	N/A	N/A	5.6%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	32	N/A	N/A	3.0%	N/A	N/A	2.8%
Burlingame High	21	N/A	N/A	1.9%	N/A	N/A	1.8%
Capuchino High	45	N/A	N/A	8.3%	N/A	N/A	7.6%
Hillsdale High	61	N/A	N/A	3.8%	N/A	N/A	3.5%
Mills High	15	N/A	N/A	4.6%	N/A	N/A	4.3%
Peninsula Alternative High	8	N/A	N/A	15.2%	N/A	N/A	14.0%
San Mateo High	81	N/A	N/A	9.2%	N/A	N/A	8.4%

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1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

**LTEL Data for 2014-15 and 2015-16 are unavailable.



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

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Reclassified English Proficient Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,327	3.3%	3.5%	3.8%	+ 0.3	+ 0.4	3.3%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	367	2.7%	2.7%	2.8%	+ 0.1	+ 0.1	2.4%
Burlingame High	330	2.8%	2.8%	2.6%	- 0.2	- 0.2	2.3%
Capuchino High	394	3.2%	4.9%	5.1%	+ 0.2	+ 1.9	4.4%
Hillsdale High	220	3.6%	3.2%	3.0%	- 0.2	- 0.6	2.6%
Mills High	443	2.2%	2.4%	2.8%	+ 0.5	+ 0.7	2.5%
Peninsula Alternative High	59	12.6%	16.4%	16.6%	+ 0.2	+ 4	14.4%
San Mateo High	524	4.6%	3.3%	4.0%	+ 0.7	- 0.6	3.5%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

*Absenteeism is defined as the average absence rate for each student group. Absence rate is defined as the number of days absent divided by the number of days enrolled for each student.

Economically Disadvantaged Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	1,578	5.1%	5.0%	5.7%	+ 0.7	+ 0.6	5.2%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	245	4.1%	3.7%	3.0%	- 0.7	- 1.1	2.7%
Burlingame High	90	4.5%	4.2%	3.6%	- 0.7	- 0.9	3.3%
Capuchino High	315	4.0%	5.5%	6.2%	+ 0.7	+ 2.2	5.7%
Hillsdale High	208	5.4%	4.2%	4.1%	- 0.1	- 1.3	3.8%
Mills High	187	2.8%	2.8%	3.9%	+ 1.1	+ 1.1	3.5%
Peninsula Alternative High	90	15.1%	15.6%	19.6%	+ 4	+ 4.5	17.9%
San Mateo High	467	5.7%	4.9%	6.5%	+ 1.6	+ 0.8	6.0%

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1-Year change = 2016-17 Status - 2015-16 Status

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San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease Overall Absenteeism

The district will decrease overall absenteeism by .25% and by .5% among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students.

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Homeless/Foster Youth

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	71	7.5%	10.3%	13.5%	+ 3.2	+ 6	13.0%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	15	5.8%	6.6%	12.0%	+ 5.4	+ 6.3	11.6%
Burlingame High	10	4.6%	2.2%	5.7%	+ 3.5	+ 1.2	5.5%
Capuchino High	4	9.4%	11.0%	3.7%	- 7.3	- 5.7	3.6%
Hillsdale High	8	4.6%	6.0%	5.6%	- 0.4	+ 1	5.4%
Mills High	2	21.4%	3.0%	3.1%	+ 0.2	- 18.2	3.0%
Peninsula Alternative High	17	16.3%	22.4%	24.7%	+ 2.2	+ 8.3	23.7%
San Mateo High	18	7.4%	9.6%	18.8%	+ 9.2	+ 11.4	18.1%

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1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

All Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	8,960	8.5%	8.5%	8.8%	+ 0.3	+ 0.2	8.3%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1,588	5.7%	5.9%	4.0%	- 1.9	- 1.7	3.7%
Burlingame High	1,469	6.3%	5.0%	5.5%	+ 0.5	- 0.8	5.2%
Capuchino High	1,256	8.0%	12.2%	13.9%	+ 1.8	+ 5.9	13.1%
Hillsdale High	1,460	6.1%	6.1%	4.9%	- 1.2	- 1.1	4.7%
Mills High	1,274	4.2%	4.3%	5.0%	+ 0.7	+ 0.8	4.7%
Peninsula Alternative High	248	58.1%	54.3%	61.3%	+ 7	+ 3.1	57.8%
San Mateo High	1,729	10.4%	8.5%	11.4%	+ 2.9	+ 1	10.7%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

Students with Disabilities

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	910	18.9%	21.6%	20.3%	- 1.3	+ 1.5	18.3%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	113	11.5%	20.0%	10.6%	- 9.4	- 0.9	9.6%
Burlingame High	168	14.5%	10.3%	10.7%	+ 0.4	- 3.8	9.7%
Capuchino High	146	11.0%	24.6%	31.5%	+ 6.9	+ 20.5	28.4%
Hillsdale High	163	13.4%	9.5%	11.7%	+ 2.2	- 1.8	10.5%
Mills High	135	10.9%	19.8%	18.5%	- 1.3	+ 7.6	16.7%
Peninsula Alternative High	57	62.9%	64.8%	59.6%	- 5.2	- 3.2	53.8%
San Mateo High	143	22.4%	19.8%	25.2%	+ 5.4	+ 2.8	22.7%

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San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

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*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

Hispanic Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,918	12.5%	13.7%	13.9%	+ 0.3	+ 1.5	11.9%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	445	6.9%	7.6%	3.8%	- 3.8	- 3.1	3.3%
Burlingame High	273	7.1%	7.1%	5.9%	- 1.3	- 1.3	5.0%
Capuchino High	619	6.2%	14.3%	15.3%	+ 1.1	+ 9.2	13.1%
Hillsdale High	438	7.4%	8.5%	6.2%	- 2.4	- 1.2	5.3%
Mills High	255	6.7%	10.4%	11.8%	+ 1.4	+ 5.1	10.1%
Peninsula Alternative High	160	59.2%	53.3%	62.5%	+ 9.2	+ 3.3	53.5%
San Mateo High	769	15.6%	13.3%	17.0%	+ 3.7	+ 1.5	14.6%

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San Mateo Union High School District

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*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

Pacific Islanders

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	219	13.4%	15.0%	16.0%	+ 1	+ 2.6	14.0%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	59	4.8%	4.1%	5.1%	+ 1	+ 0.3	4.4%
Burlingame High	11	23.1%	16.7%	0.0%	- 16.7	- 23.1	0.0%
Capuchino High	53	13.6%	20.7%	18.9%	- 1.8	+ 5.3	16.5%
Hillsdale High	14	8.3%	5.3%	21.4%	+ 16.2	+ 13.1	18.7%
Mills High	36	7.4%	7.7%	0.0%	- 7.7	- 7.4	0.0%
Peninsula Alternative High	14	43.8%	62.5%	71.4%	+ 8.9	+ 27.7	62.5%
San Mateo High	34	11.1%	17.9%	32.4%	+ 14.4	+ 21.2	28.3%

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1-Year change = 2016-17 Status - 2015-16 Status

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San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

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*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

English Learners in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	328	12.3%	18.0%	16.2%	- 1.9	+ 3.9	14.2%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	1	0.0%	0.0%	0.0%			0.0%
Burlingame High	3	0.0%	0.0%	0.0%		+ 0	0.0%
Capuchino High	67	9.8%	14.3%	7.5%	- 6.8	- 2.3	6.5%
Hillsdale High	74	2.6%	11.4%	5.4%	- 6	+ 2.8	4.7%
Mills High	29	8.3%	0.0%	6.9%	+ 6.9	- 1.4	6.0%
Peninsula Alternative High	6	66.7%	55.6%	50.0%	- 5.6	- 16.7	43.8%
San Mateo High	156	14.3%	20.1%	25.0%	+ 4.9	+ 10.7	21.9%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

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San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

English Learners not in ELD

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	587	15.7%	16.2%	18.9%	+ 2.7	+ 3.2	16.9%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	60	7.2%	11.4%	3.3%	- 8.1	- 3.9	3.0%
Burlingame High	57	7.0%	8.5%	1.8%	- 6.7	- 5.2	1.6%
Capuchino High	120	6.7%	12.1%	19.2%	+ 7.1	+ 12.5	17.1%
Hillsdale High	77	10.3%	9.5%	5.2%	- 4.3	- 5.2	4.6%
Mills High	69	8.5%	10.5%	11.6%	+ 1.1	+ 3.1	10.4%
Peninsula Alternative High	58	63.2%	55.0%	67.2%	+ 12.2	+ 4.1	60.1%
San Mateo High	160	19.4%	17.5%	23.1%	+ 5.7	+ 3.7	20.7%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

*Chronic Absenteeism Definition: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district.

Long Term English Learners

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	255	N/A	N/A	19.2%	N/A	N/A	17.2%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	32	N/A	N/A	6.3%	N/A	N/A	5.6%
Burlingame High	21	N/A	N/A	0.0%	N/A	N/A	0.0%
Capuchino High	45	N/A	N/A	28.9%	N/A	N/A	25.9%
Hillsdale High	61	N/A	N/A	8.2%	N/A	N/A	7.3%
Mills High	15	N/A	N/A	13.3%	N/A	N/A	11.9%
Peninsula Alternative High	8	N/A	N/A	62.5%	N/A	N/A	56.0%
San Mateo High	81	N/A	N/A	28.4%	N/A	N/A	25.4%

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1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

**LTEL Data for 2014-15 and 2015-16 are unavailable.



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

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Reclassified English Proficient Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	2,327	6.5%	6.5%	7.7%	+ 1.2	+ 1.2	5.7%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	367	4.6%	3.3%	3.5%	+ 0.3	- 1	2.6%
Burlingame High	330	4.9%	3.3%	3.0%	- 0.3	- 1.8	2.2%
Capuchino High	394	3.6%	10.0%	11.4%	+ 1.4	+ 7.8	8.5%
Hillsdale High	220	5.6%	7.1%	3.2%	- 3.9	- 2.4	2.4%
Mills High	443	3.2%	3.2%	5.0%	+ 1.8	+ 1.7	3.7%
Peninsula Alternative High	59	49.2%	48.6%	55.9%	+ 7.4	+ 6.7	41.5%
San Mateo High	524	9.4%	6.1%	10.3%	+ 4.2	+ 0.9	7.6%

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1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

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Economically Disadvantaged Students

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	1,578	13.8%	12.7%	15.8%	+ 3.1	+ 1.9	13.8%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	245	9.2%	10.0%	6.1%	- 3.9	- 3.1	5.3%
Burlingame High	90	12.0%	7.2%	5.6%	- 1.7	- 6.4	4.9%
Capuchino High	315	7.6%	13.7%	17.8%	+ 4.1	+ 10.2	15.5%
Hillsdale High	208	10.5%	6.6%	6.7%	+ 0.1	- 3.7	5.9%
Mills High	187	4.9%	3.5%	9.6%	+ 6.1	+ 4.7	8.4%
Peninsula Alternative High	90	59.7%	52.3%	64.4%	+ 12.2	+ 4.8	56.3%
San Mateo High	467	14.6%	11.6%	19.3%	+ 7.7	+ 4.7	16.8%

**Cumulative Enrollment = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status



San Mateo Union High School District

2017-18 LCAP Goal 3C.1 - Decrease in Chronic Absenteeism

The district will decrease rates of chronic absenteeism overall by .5% and 2% among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.

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Homeless/Foster Youth

	Cumulative Enrollment 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018 Target
District Performance	71	22.7%	32.9%	38.0%	+ 5.1	+ 15.3	36.0%
School	Cumulative Enrollment	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	15	17.6%	29.4%	33.3%	+ 3.9	+ 15.7	31.6%
Burlingame High	10	0.0%	0.0%	30.0%	+ 30	+ 30	28.4%
Capuchino High	4	28.6%	50.0%	25.0%	- 25	- 3.6	23.7%
Hillsdale High	8	8.3%	18.2%	12.5%	- 5.7	+ 4.2	11.8%
Mills High	2	0.0%	0.0%	0.0%	+ 0	+ 0	0.0%
Peninsula Alternative High	17	60.0%	62.5%	76.5%	+ 14	+ 16.5	72.4%
San Mateo High	18	15.4%	28.6%	38.9%	+ 10.3	+ 23.5	36.8%

****Cumulative Enrollment** = Total number of students who were enrolled for at least 1 day in a school during the academic year. Note that students who transfer between schools within the district are counted once for each of the schools they attended and only once for the district. Pre-enrolled and No-Show students are not included in these metrics.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 1B - Highly Qualified Teachers

The percentage of teachers designated as "highly qualified" (fully credentialed in their subject area) will be maintained at 100% as indicated by district internal monitoring regime.

Percent of Non-White Staff

	Number of Staff at School Sites 2016-17	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018 Target
District Performance	518	100.0% (N = 499)	100.0% (N = 506)	100.0% (N = 518)	+ 0	+ 0	100.0%
School	School Site Staff	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	91	100.0% (N = 86)	100.0% (N = 86)	100.0% (N = 91)	+ 0	+ 0	100.0%
Burlingame High	83	100.0% (N = 79)	100.0% (N = 84)	100.0% (N = 83)	+ 0	+ 0	100.0%
Capuchino High	72	100.0% (N = 73)	100.0% (N = 76)	100.0% (N = 73)	+ 0	+ 0	100.0%
Hillsdale High	90	100.0% (N = 88)	100.0% (N = 83)	100.0% (N = 90)	+ 0	+ 0	100.0%
Mills High	74	100.0% (N = 72)	100.0% (N = 74)	100.0% (N = 77)	+ 0	+ 0	100.0%
Peninsula Alternative High	14	100.0% (N = 18)	100.0% (N = 16)	100.0% (N = 17)	+ 0	+ 0	100.0%
San Mateo High	94	100.0% (N = 95)	100.0% (N = 96)	100.0% (N = 96)	+ 0	+ 0	100.0%

****Certificated School Site Staff** = Total number of Active certificated teaching and administrative staff in each school site. Staff who teach at multiple sites are counted once for each site and once for the district-level count. Certificated staff in the District office are excluded, as they do not directly impact student learning. Certificated staff on unpaid leave or in retirement are also excluded.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 1C - Faculty Diversity

The District will work to ensure that the District's faculty diversity reflects the demographics of its student population by increasing the number of Non-White/Multi-Racial faculty by 3%.

Percent of Non-White Staff

	Number of Staff at School Sites 2016-17	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018 Target
District Performance	518	24.2% (N = 499)	25.7% (N = 506)	27.8% (N = 518)	+ 2.1	+ 3.6	30.8%
School	School Site Staff	Status	Status	Status	1-Year Change	2-Year Change	2018 Target
Aragon High	91	22.1% (N = 86)	22.1% (N = 86)	23.1% (N = 91)	+ 1	+ 1	26.3%
Burlingame High	83	13.9% (N = 79)	17.9% (N = 84)	18.1% (N = 83)	+ 0.2	+ 4.1	21.5%
Capuchino High	72	34.2% (N = 73)	34.2% (N = 76)	39.7% (N = 73)	+ 5.5	+ 5.5	42.2%
Hillsdale High	90	23.9% (N = 88)	26.5% (N = 83)	30% (N = 90)	+ 3.5	+ 6.1	32.9%
Mills High	74	29.2% (N = 72)	31.1% (N = 74)	28.6% (N = 77)	- 2.5	- 0.6	31.5%
Peninsula Alternative High	14	27.8% (N = 18)	18.8% (N = 16)	29.4% (N = 17)	+ 10.7	+ 1.6	32.3%
San Mateo High	94	22.1% (N = 95)	26% (N = 96)	29.2% (N = 96)	+ 3.1	+ 7.1	32.1%

**Certificated School Site Staff = Total number of Active certificated teaching and administrative staff in each school site. Staff who teach at multiple sites are counted once for each site and once for the district-level count. Certificated staff in the District office are excluded, as they do not directly impact student learning. Certificated staff on unpaid leave or in retirement are also excluded.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

All Students

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	4,323	59.0% (N = 3,815)	61.6% (N = 4,050)	60.9% (N = 4,323)	- 0.7	+ 1.9	63.9%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	772	61.1% (N = 686)	61.0% (N = 685)	63.3% (N = 772)	+ 2.3	+ 2.3	66.2%
Burlingame High	757	63.8% (N = 647)	61.2% (N = 685)	64.9% (N = 757)	+ 3.7	+ 1	67.6%
Capuchino High	601	70.1% (N = 536)	65.7% (N = 572)	64.6% (N = 601)	- 1.2	- 5.6	67.3%
Hillsdale High	723	49.1% (N = 645)	59.1% (N = 675)	57.7% (N = 723)	- 1.4	+ 8.5	60.9%
Mills High	645	63.1% (N = 574)	70.0% (N = 623)	67.9% (N = 645)	- 2.1	+ 4.8	70.4%
San Mateo High	825	50.1% (N = 727)	54.7% (N = 782)	49.5% (N = 825)	- 5.3	- 0.6	53.3%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Hispanic Students

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	1,318	36.0% (N = 1,083)	43.4% (N = 1,227)	40.3% (N = 1,318)	- 3.1	+ 4.3	47.3%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	196	31.3% (N = 176)	35.8% (N = 190)	38.8% (N = 196)	+ 3	+ 7.5	46.0%
Burlingame High	160	41.5% (N = 118)	45.2% (N = 135)	44.4% (N = 160)	- 0.8	+ 2.8	50.9%
Capuchino High	296	61.8% (N = 241)	62.3% (N = 273)	61.1% (N = 296)	- 1.1	- 0.7	65.7%
Hillsdale High	189	33.3% (N = 165)	41.6% (N = 173)	37.0% (N = 189)	- 4.6	+ 3.7	44.4%
Mills High	117	25.0% (N = 100)	44.5% (N = 119)	40.2% (N = 117)	- 4.4	+ 15.2	47.2%
San Mateo High	360	20.1% (N = 283)	32.0% (N = 337)	23.9% (N = 360)	- 8.2	+ 3.7	32.8%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Pacific Islanders

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	100	30.2% (N = 86)	29.8% (N = 84)	26.0% (N = 100)	- 3.8	- 4.2	33.0%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	33	9.5% (N = 21)	9.5% (N = 21)	18.2% (N = 33)	+ 8.7	+ 8.7	25.9%
Burlingame High	5	0.0% (N = 7)	0.0% (N = 4)	20.0% (N = 5)	+ 20	+ 20	27.6%
Capuchino High	28	75.0% (N = 20)	54.5% (N = 22)	42.9% (N = 28)	- 11.7	- 32.1	48.3%
Hillsdale High	4	30.0% (N = 10)	37.5% (N = 8)	0.0% (N = 4)	- 37.5	- 30	9.5%
Mills High	14	36.4% (N = 11)	33.3% (N = 15)	28.6% (N = 14)	- 4.8	- 7.8	35.3%
San Mateo High	16	11.8% (N = 17)	21.4% (N = 14)	18.8% (N = 16)	- 2.7	+ 7	26.4%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

English Learners in ELD

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	134	4.2% (N = 71)	4.4% (N = 114)	2.2% (N = 134)	- 2.1	- 2	9.2%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	25	18.8% (N = 16)	17.4% (N = 23)	4.0% (N = 25)	- 13.4	- 14.8	10.9%
Hillsdale High	35	0.0% (N = 12)	0.0% (N = 28)	5.7% (N = 35)	+ 5.7	+ 5.7	12.5%
Mills High	4	0.0% (N = 1)	0.0% (N = 5)	0.0% (N = 4)	+ 0	+ 0	7.2%
San Mateo High	70	0.0% (N = 42)	1.7% (N = 58)	0.0% (N = 70)	- 1.7	+ 0	7.2%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

EL not in ELD

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	228	17.0% (N = 229)	15.5% (N = 207)	17.1% (N = 228)	+ 1.6	+ 0.1	24.1%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	20	5.6% (N = 18)	5.6% (N = 18)	20.0% (N = 20)	+ 14.4	+ 14.4	26.8%
Burlingame High	25	10.7% (N = 28)	11.5% (N = 26)	8.0% (N = 25)	- 3.5	- 2.7	15.8%
Capuchino High	62	28.3% (N = 53)	32.5% (N = 40)	29.0% (N = 62)	- 3.5	+ 0.7	35.0%
Hillsdale High	33	17.9% (N = 39)	15.4% (N = 26)	15.2% (N = 33)	- 0.2	- 2.8	22.3%
Mills High	23	20.7% (N = 29)	20.0% (N = 30)	17.4% (N = 23)	- 2.6	- 3.3	24.4%
San Mateo High	65	11.3% (N = 62)	7.5% (N = 67)	9.2% (N = 65)	+ 1.8	- 2.1	16.9%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Long-Term English Learners

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	131	N/A	8.7% (N = 92)	13.0% (N = 131)	+ 4.3	N/A	20.0%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	15	N/A	0.0% (N = 9)	6.7% (N = 15)	+ 6.7	N/A	14.2%
Burlingame High	19	N/A	0.0% (N = 15)	5.3% (N = 19)	+ 5.3	N/A	12.9%
Capuchino High	28	N/A	31.3% (N = 16)	35.7% (N = 28)	+ 4.5	N/A	40.9%
Hillsdale High	23	N/A	10.5% (N = 19)	21.7% (N = 23)	+ 11.2	N/A	28.0%
Mills High	9	N/A	16.7% (N = 6)	0.0% (N = 9)	- 16.7	N/A	8.0%
San Mateo High	37	N/A	0.0% (N = 27)	0.0% (N = 37)	+ 0	N/A	8.0%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

**LTEL Data is unavailable for 2015-16.

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Reclassified English Proficient Students

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	1,176	57.9% (N = 898)	63.7% (N = 1,022)	61.2% (N = 1,176)	- 2.5	+ 3.3	64.2%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	177	44.8% (N = 145)	45.4% (N = 152)	49.7% (N = 177)	+ 4.3	+ 4.9	53.6%
Burlingame High	180	64.4% (N = 104)	65.7% (N = 134)	67.2% (N = 180)	+ 1.6	+ 2.8	69.8%
Capuchino High	201	82.5% (N = 126)	77.9% (N = 163)	79.1% (N = 201)	+ 1.2	- 3.4	80.7%
Hillsdale High	111	43.4% (N = 99)	63.2% (N = 106)	59.5% (N = 111)	- 3.7	+ 16	62.6%
Mills High	244	70.7% (N = 222)	76.4% (N = 220)	68.9% (N = 244)	- 7.5	- 1.9	71.3%
San Mateo High	263	41.6% (N = 202)	53.4% (N = 247)	44.9% (N = 263)	- 8.6	+ 3.3	49.1%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Economically Disadvantaged Students

	Number of Upperclassmen** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	724	40.9% (N = 540)	43.8% (N = 671)	39.9% (N = 724)	- 3.9	- 1	46.9%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	114	30.2% (N = 86)	31.2% (N = 109)	39.5% (N = 114)	+ 8.3	+ 9.2	46.5%
Burlingame High	50	32.3% (N = 31)	35.0% (N = 40)	44.0% (N = 50)	+ 9	+ 11.7	50.5%
Capuchino High	153	62.0% (N = 100)	61.2% (N = 139)	57.5% (N = 153)	- 3.6	- 4.5	62.5%
Hillsdale High	99	33.9% (N = 62)	46.0% (N = 87)	36.4% (N = 99)	- 9.6	+ 2.5	43.8%
Mills High	88	62.2% (N = 82)	54.5% (N = 88)	54.5% (N = 88)	+ 0	- 7.6	59.8%
San Mateo High	220	28.5% (N = 179)	35.1% (N = 208)	22.7% (N = 220)	- 12.4	- 5.8	31.7%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Homeless/Foster Youth

	Number of Upperclassmen** &[Picture] 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	23	20.8% (N = 24)	13.6% (N = 22)	17.4% (N = 23)	+ 3.8	- 3.4	24.4%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	4	37.5% (N = 8)	0.0% (N = 6)	0.0% (N = 4)	+ 0	- 37.5	8.5%
Burlingame High	4	16.7% (N = 6)	12.5% (N = 8)	25.0% (N = 4)	+ 12.5	+ 8.3	31.4%
Capuchino High	4	0.0% (N = 1)	0.0% (N = 2)	0.0% (N = 4)	+ 0	+ 0	8.5%
Hillsdale High	3	0.0% (N = 4)	0.0% (N = 2)	33.3% (N = 3)	+ 33.3	+ 33.3	39.0%
Mills High	0	50.0% (N = 2)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	8	0.0% (N = 3)	50.0% (N = 4)	25.0% (N = 8)	- 25	+ 25	31.4%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 1D - Increase Enrollment in Rigorous Coursework

The district will work to close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of 11th and 12th Graders in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.

Note: Students in Peninsula Alternative High School are excluded from these results because AP and IB courses are not offered at Peninsula.

Students with Disabilities

	Number of Upperclassmen** &(Picture) 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	453	6.0% (N = 383)	7.6% (N = 384)	7.5% (N = 453)	+ 0	+ 1.5	14.5%
School	Upperclassmen	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	65	4.2% (N = 48)	2.2% (N = 46)	4.6% (N = 65)	+ 2.4	+ 0.4	11.8%
Burlingame High	97	1.3% (N = 77)	2.5% (N = 81)	4.1% (N = 97)	+ 1.7	+ 2.8	11.4%
Capuchino High	68	9.7% (N = 62)	14.5% (N = 69)	16.2% (N = 68)	+ 1.7	+ 6.5	22.5%
Hillsdale High	77	4.0% (N = 75)	12.1% (N = 66)	6.5% (N = 77)	- 5.6	+ 2.5	13.6%
Mills High	73	8.3% (N = 48)	9.3% (N = 54)	12.3% (N = 73)	+ 3.1	+ 4	19.0%
San Mateo High	73	9.6% (N = 73)	4.4% (N = 68)	2.7% (N = 73)	- 1.7	- 6.8	10.1%

**Upperclassmen = 11th or 12th grade students who are actively enrolled at the end of the academic year. In the case of 2017-18, 11th and 12th graders who are actively enrolled in the district as of September, 2017.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

All Students

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	1,843	74.1% (N = 1,692)	71.7% (N = 1,837)	74.3% (N = 1,843)	+ 2.5	+ 0.2	77.3%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	331	75.1% (N = 305)	75.8% (N = 343)	82.5% (N = 331)	+ 6.7	+ 7.4	84.5%
Burlingame High	301	78.0% (N = 273)	81.9% (N = 298)	83.7% (N = 301)	+ 1.8	+ 5.7	85.6%
Capuchino High	251	78.3% (N = 212)	77.2% (N = 254)	68.9% (N = 251)	- 8.2	- 9.4	72.5%
Hillsdale High	298	74.6% (N = 264)	60.2% (N = 299)	70.1% (N = 298)	+ 9.9	- 4.5	73.6%
Mills High	282	75.8% (N = 293)	84.4% (N = 270)	78.0% (N = 282)	- 6.4	+ 2.2	80.6%
Peninsula High	38	8.6% (N = 35)	8.5% (N = 47)	34.2% (N = 38)	+ 25.7	+ 25.6	41.9%
San Mateo High	342	71.9% (N = 310)	63.2% (N = 326)	67.0% (N = 342)	+ 3.8	- 5	70.8%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

Hispanic Students

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	525	63.5% (N = 430)	56.3% (N = 480)	63.6% (N = 525)	+ 7.4	+ 0.1	68.6%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	95	60.3% (N = 78)	49.4% (N = 77)	74.7% (N = 95)	+ 25.4	+ 14.5	78.2%
Burlingame High	53	73.1% (N = 52)	81.3% (N = 48)	77.4% (N = 53)	- 3.9	+ 4.3	80.5%
Capuchino High	109	81.3% (N = 75)	70.8% (N = 106)	65.1% (N = 109)	- 5.6	- 16.2	69.9%
Hillsdale High	70	66.1% (N = 62)	49.4% (N = 77)	61.4% (N = 70)	+ 12.1	- 4.7	66.7%
Mills High	51	62.2% (N = 37)	80.0% (N = 35)	62.7% (N = 51)	- 17.3	+ 0.6	67.9%
Peninsula High	20	10.5% (N = 19)	6.7% (N = 30)	35.0% (N = 20)	+ 28.3	+ 24.5	43.9%
San Mateo High	127	57.0% (N = 107)	46.7% (N = 107)	54.3% (N = 127)	+ 7.6	- 2.7	60.6%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

Pacific Islanders

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	48	64.4% (N = 45)	57.1% (N = 42)	56.3% (N = 48)	- 0.9	- 8.2	61.3%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	9	62.5% (N = 8)	45.5% (N = 11)	44.4% (N = 9)	- 1	- 18.1	50.8%
Burlingame High	3	100.0% (N = 2)	80.0% (N = 5)	66.7% (N = 3)	- 13.3	- 33.3	70.5%
Capuchino High	10	72.7% (N = 11)	66.7% (N = 9)	70.0% (N = 10)	+ 3.3	- 2.7	73.4%
Hillsdale High	6	80.0% (N = 5)	25.0% (N = 4)	50.0% (N = 6)	+ 25	- 30	55.7%
Mills High	8	50.0% (N = 6)	66.7% (N = 3)	87.5% (N = 8)	+ 20.8	+ 37.5	88.9%
Peninsula High	5	0.0% (N = 3)	0.0% (N = 1)	0.0% (N = 5)	+ 0	+ 0	11.4%
San Mateo High	7	70.0% (N = 10)	66.7% (N = 9)	57.1% (N = 7)	- 9.5	- 12.9	62.0%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

African-American Students

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	20	85.7% (N = 14)	53.8% (N = 13)	45.0% (N = 20)	- 8.8	- 40.7	50.0%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	5	100.0% (N = 2)	100.0% (N = 2)	60.0% (N = 5)	- 40	- 40	63.6%
Burlingame High	2	100.0% (N = 1)	33.3% (N = 3)	0.0% (N = 2)	- 33.3	- 100	9.1%
Capuchino High	4	50.0% (N = 2)	50.0% (N = 2)	50.0% (N = 4)	+ 0	+ 0	54.5%
Hillsdale High	4	80.0% (N = 5)	50.0% (N = 4)	50.0% (N = 4)	+ 0	- 30	54.5%
Mills High	0	100.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	9.1%
San Mateo High	4	100.0% (N = 3)	50.0% (N = 2)	50.0% (N = 4)	+ 0	- 50	54.5%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

English Learners in ELD

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	4	0.0% (N = 2)	0.0% (N = 4)	0.0% (N = 4)	+ 0	+ 0	5.0%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	2	0.0% (N = 1)	0.0% (N = 1)	0.0% (N = 2)	+ 0	+ 0	5.0%
Hillsdale High	0	N/A (N = 0)	0.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
Mills High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	5.0%
Peninsula High	0	N/A (N = 0)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	1	0.0% (N = 1)	N/A (N = 0)	0.0% (N = 1)	N/A	+ 0	5.0%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

EL not in ELD

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	69	20.7% (N = 92)	16.3% (N = 98)	14.5% (N = 69)	- 1.8	- 6.2	19.5%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	1	20.0% (N = 10)	10.0% (N = 10)	0.0% (N = 1)	- 10	- 20	5.8%
Burlingame High	6	18.2% (N = 11)	33.3% (N = 6)	0.0% (N = 6)	- 33.3	- 18.2	5.8%
Capuchino High	14	40.0% (N = 15)	31.8% (N = 22)	28.6% (N = 14)	- 3.2	- 11.4	32.7%
Hillsdale High	11	25.0% (N = 12)	17.6% (N = 17)	9.1% (N = 11)	- 8.6	- 15.9	14.4%
Mills High	7	0.0% (N = 15)	0.0% (N = 3)	0.0% (N = 7)	+ 0	+ 0	5.8%
Peninsula High	10	30.0% (N = 10)	0.0% (N = 6)	40.0% (N = 10)	+ 40	+ 10	43.5%
San Mateo High	20	15.8% (N = 19)	8.8% (N = 34)	5.0% (N = 20)	- 3.8	- 10.8	10.6%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

Long-Term English Learners

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	21	N/A	N/A	23.8% (N = 21)	N/A	N/A	28.8%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	1	N/A	N/A	0.0% (N = 1)	N/A	N/A	6.6%
Burlingame High	1	N/A	N/A	0.0% (N = 1)	N/A	N/A	6.6%
Capuchino High	6	N/A	N/A	50.0% (N = 6)	N/A	N/A	53.3%
Hillsdale High	9	N/A	N/A	22.2% (N = 9)	N/A	N/A	27.3%
Mills High	2	N/A	N/A	0.0% (N = 2)	N/A	N/A	6.6%
Peninsula High	0	N/A	N/A	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	2	N/A	N/A	0.0% (N = 2)	N/A	N/A	6.6%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

Note: LTEL Data is unavailable for 2014-15 and 2015-16.

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

Reclassified English Proficient Students

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	489	72.8% (N = 378)	75.4% (N = 452)	74.0% (N = 489)	- 1.4	+ 1.3	79.0%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	78	71.9% (N = 57)	71.6% (N = 67)	71.8% (N = 78)	+ 0.2	- 0.1	77.2%
Burlingame High	60	70.8% (N = 48)	85.7% (N = 49)	91.7% (N = 60)	+ 6	+ 20.8	93.3%
Capuchino High	69	83.3% (N = 48)	83.6% (N = 61)	79.7% (N = 69)	- 3.9	- 3.6	83.6%
Hillsdale High	54	67.6% (N = 37)	58.3% (N = 48)	72.2% (N = 54)	+ 13.9	+ 4.7	77.6%
Mills High	103	79.1% (N = 110)	86.7% (N = 128)	78.6% (N = 103)	- 8.1	- 0.5	82.8%
Peninsula High	9	0.0% (N = 6)	16.7% (N = 12)	33.3% (N = 9)	+ 16.7	+ 33.3	46.2%
San Mateo High	116	66.7% (N = 72)	67.8% (N = 87)	62.9% (N = 116)	- 4.9	- 3.7	70.1%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

Economically Disadvantaged Students

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	361	59.4% (N = 313)	50.9% (N = 326)	56.0% (N = 361)	+ 5	- 3.5	61.0%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	57	50.0% (N = 52)	47.7% (N = 44)	59.6% (N = 57)	+ 11.9	+ 9.6	64.2%
Burlingame High	26	57.1% (N = 21)	66.7% (N = 18)	46.2% (N = 26)	- 20.5	- 11	52.3%
Capuchino High	80	77.6% (N = 49)	62.2% (N = 74)	67.5% (N = 80)	+ 5.3	- 10.1	71.2%
Hillsdale High	47	57.9% (N = 38)	36.8% (N = 38)	57.4% (N = 47)	+ 20.6	- 0.4	62.3%
Mills High	42	63.6% (N = 55)	72.3% (N = 47)	59.5% (N = 42)	- 12.8	- 4.1	64.1%
Peninsula High	15	7.1% (N = 14)	0.0% (N = 14)	33.3% (N = 15)	+ 33.3	+ 26.2	40.9%
San Mateo High	94	61.9% (N = 84)	42.9% (N = 91)	47.9% (N = 94)	+ 5	- 14	53.8%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

The District will improve A-G completion overall and increase attainment among key subgroups in 2017-18, the district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, and by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence.

Homeless

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	8	62.5% (N = 8)	87.5% (N = 8)	50.0% (N = 8)	- 37.5	- 12.5	55.0%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	2	100.0% (N = 1)	100.0% (N = 3)	50.0% (N = 2)	- 50	- 50	55.0%
Burlingame High	4	100.0% (N = 1)	100.0% (N = 2)	50.0% (N = 4)	- 50	- 50	55.0%
Capuchino High	0	100.0% (N = 1)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Hillsdale High	1	75.0% (N = 4)	N/A (N = 0)	0.0% (N = 1)	N/A	- 75	10.0%
Mills High	0	N/A (N = 0)	100.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High	1	0.0% (N = 1)	0.0% (N = 1)	100.0% (N = 1)	+ 100	+ 100	100.0%
San Mateo High	0	0.0% (N = 1)	100.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

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San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

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Foster Youth

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	3	25.0% (N = 4)	20.0% (N = 5)	0.0% (N = 3)	- 20	- 25	5.0%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	1	33.3% (N = 3)	33.3% (N = 3)	0.0% (N = 1)	- 33.3	- 33.3	5.0%
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Hillsdale High	1	N/A (N = 0)	0.0% (N = 1)	0.0% (N = 1)	+ 0	N/A	5.0%
Mills High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High	0	0.0% (N = 1)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	5.0%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

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2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2A - Increase A-G Completion

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Students with Disabilities

	Number of Graduates** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	155	21.4% (N = 84)	11.2% (N = 160)	12.3% (N = 155)	+ 1	- 9.2	17.3%
School	Graduates	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	22	13.3% (N = 15)	4.3% (N = 23)	4.5% (N = 22)	+ 0.2	- 8.8	10.0%
Burlingame High	13	33.3% (N = 15)	35.3% (N = 17)	30.8% (N = 13)	- 4.5	- 2.6	34.7%
Capuchino High	35	30.0% (N = 10)	10.0% (N = 20)	17.1% (N = 35)	+ 7.1	- 12.9	21.9%
Hillsdale High	31	0.0% (N = 9)	6.3% (N = 32)	12.9% (N = 31)	+ 6.7	+ 12.9	17.9%
Mills High	22	20.0% (N = 15)	25.0% (N = 12)	18.2% (N = 22)	- 6.8	- 1.8	22.8%
Peninsula High	6	0.0% (N = 7)	10.0% (N = 20)	0.0% (N = 6)	- 10	+ 0	5.7%
San Mateo High	26	38.5% (N = 13)	5.6% (N = 36)	0.0% (N = 26)	- 5.6	- 38.5	5.7%

**Number of Graduates = The number of graduates is defined as the total number of students who graduated with a Standard High School Diploma by the end of each academic year.

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2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

All Students

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	2,156	92.1% (N = 2,007)	92.2% (N = 2,189)	91.7% (N = 2,156)	- 0.5	- 0.4	94.7%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	393	97.8% (N = 357)	97.4% (N = 379)	95.9% (N = 393)	- 1.4	- 1.8	97.4%
Burlingame High	360	95.9% (N = 314)	96.2% (N = 343)	93.9% (N = 360)	- 2.3	- 2	96.1%
Capuchino High	289	91.9% (N = 271)	91.1% (N = 305)	90.0% (N = 289)	- 1.2	- 1.9	93.6%
Hillsdale High	359	95.8% (N = 337)	94.7% (N = 360)	94.2% (N = 359)	- 0.6	- 1.7	96.3%
Mills High	306	98.2% (N = 285)	97.2% (N = 327)	96.4% (N = 306)	- 0.8	- 1.8	97.7%
Peninsula High	29	21.3% (N = 47)	38.3% (N = 60)	20.7% (N = 29)	- 17.6	- 0.6	49.3%
San Mateo High	420	85.1% (N = 396)	86.5% (N = 415)	86.4% (N = 420)	- 0.1	+ 1.3	91.3%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Hispanic Students

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	641	85.4% (N = 624)	83.5% (N = 710)	83.5% (N = 641)	- 0.1	- 2	88.5%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	102	99.1% (N = 107)	91.8% (N = 97)	94.1% (N = 102)	+ 2.4	- 4.9	95.9%
Burlingame High	63	96.4% (N = 55)	95.7% (N = 70)	88.9% (N = 63)	- 6.8	- 7.5	92.2%
Capuchino High	135	90.1% (N = 121)	89.2% (N = 158)	88.9% (N = 135)	- 0.4	- 1.2	92.2%
Hillsdale High	95	92.0% (N = 87)	84.4% (N = 96)	87.4% (N = 95)	+ 3	- 4.6	91.2%
Mills High	48	96.6% (N = 59)	93.4% (N = 61)	89.6% (N = 48)	- 3.9	- 7	92.7%
Peninsula High	18	8.0% (N = 25)	44.7% (N = 38)	11.1% (N = 18)	- 33.6	+ 3.1	38.0%
San Mateo High	180	74.1% (N = 170)	74.2% (N = 190)	75.0% (N = 180)	+ 0.8	+ 0.9	82.6%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Pacific Islanders

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	59	86.3% (N = 51)	90.2% (N = 41)	89.8% (N = 59)	- 0.4	+ 3.6	94.8%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	19	100.0% (N = 8)	100.0% (N = 11)	89.5% (N = 19)	- 10.5	- 10.5	94.6%
Burlingame High	3	50.0% (N = 2)	100.0% (N = 1)	100.0% (N = 3)	+ 0	+ 50	100.0%
Capuchino High	15	81.3% (N = 16)	84.6% (N = 13)	93.3% (N = 15)	+ 8.7	+ 12.1	96.6%
Hillsdale High	3	100.0% (N = 6)	100.0% (N = 2)	100.0% (N = 3)	+ 0	+ 0	100.0%
Mills High	8	100.0% (N = 7)	100.0% (N = 6)	100.0% (N = 8)	+ 0	+ 0	100.0%
Peninsula High	3	100.0% (N = 1)	0.0% (N = 2)	33.3% (N = 3)	+ 33.3	- 66.7	66.1%
San Mateo High	8	72.7% (N = 11)	100.0% (N = 6)	87.5% (N = 8)	- 12.5	+ 14.8	93.6%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

African-American Students

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	23	82.4% (N = 17)	90.5% (N = 21)	78.3% (N = 23)	- 12.2	- 4.1	83.3%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	5	100.0% (N = 3)	100.0% (N = 5)	100.0% (N = 5)	+ 0	+ 0	100.0%
Burlingame High	3	50.0% (N = 4)	100.0% (N = 1)	33.3% (N = 3)	- 66.7	- 16.7	48.7%
Capuchino High	1	100.0% (N = 2)	0.0% (N = 1)	100.0% (N = 1)	+ 100	+ 0	100.0%
Hillsdale High	5	100.0% (N = 4)	100.0% (N = 6)	80.0% (N = 5)	- 20	- 20	84.6%
Mills High	1	100.0% (N = 1)	100.0% (N = 1)	100.0% (N = 1)	+ 0	+ 0	100.0%
Peninsula High							
San Mateo High	8	66.7% (N = 3)	85.7% (N = 7)	75.0% (N = 8)	- 10.7	+ 8.3	80.8%

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1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

English Learners in ELD

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	84	54.0% (N = 63)	41.5% (N = 65)	54.8% (N = 84)	+ 13.2	+ 0.8	59.8%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	16	56.3% (N = 16)	53.8% (N = 13)	68.8% (N = 16)	+ 14.9	+ 12.5	72.2%
Hillsdale High	21	58.3% (N = 12)	43.8% (N = 16)	57.1% (N = 21)	+ 13.4	- 1.2	61.9%
Mills High	6	75.0% (N = 4)	80.0% (N = 5)	83.3% (N = 6)	+ 3.3	+ 8.3	85.2%
Peninsula High			100.0% (N = 1)	(N = 0)			
San Mateo High	41	48.4% (N = 31)	26.7% (N = 30)	43.9% (N = 41)	+ 17.2	- 4.5	50.1%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

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San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

EL not in ELD

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	139	75.9% (N = 145)	79.2% (N = 202)	72.7% (N = 139)	- 6.5	- 3.2	77.7%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	14	84.6% (N = 13)	79.3% (N = 29)	92.9% (N = 14)	+ 13.5	+ 8.2	94.2%
Burlingame High	9	81.8% (N = 22)	86.4% (N = 22)	88.9% (N = 9)	+ 2.5	+ 7.1	90.9%
Capuchino High	41	85.3% (N = 34)	84.6% (N = 39)	70.7% (N = 41)	- 13.9	- 14.6	76.1%
Hillsdale High	17	89.5% (N = 19)	94.1% (N = 17)	82.4% (N = 17)	- 11.8	- 7.1	85.6%
Mills High	18	95.2% (N = 21)	100.0% (N = 20)	94.4% (N = 18)	- 5.6	- 0.8	95.5%
Peninsula High	9	0.0% (N = 11)	26.7% (N = 15)	11.1% (N = 9)	- 15.6	+ 11.1	27.4%
San Mateo High	31	60.0% (N = 25)	75.0% (N = 60)	61.3% (N = 31)	- 13.7	+ 1.3	68.4%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Long-Term English Learners

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	69	N/A	N/A	68.1% (N = 69)	N/A	N/A	73.1%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	8	N/A	N/A	87.5% (N = 8)	N/A	N/A	14.2%
Burlingame High	3	N/A	N/A	66.7% (N = 3)	N/A	N/A	12.9%
Capuchino High	22	N/A	N/A	77.3% (N = 22)	N/A	N/A	40.9%
Hillsdale High	14	N/A	N/A	85.7% (N = 14)	N/A	N/A	28.0%
Mills High	1	N/A	N/A	100.0% (N = 1)	N/A	N/A	8.0%
Peninsula High	4	N/A	N/A	0.0% (N = 4)	N/A	N/A	70.4%
San Mateo High	17	N/A	N/A	47.1% (N = 17)	N/A	N/A	8.0%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

**LTEL Data is unavailable for 2014-15 and 2015-16.

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Reclassified English Proficient Students

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	578	95.7% (N = 440)	95.9% (N = 490)	93.1% (N = 578)	- 2.8	- 2.6	96.1%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	95	100.0% (N = 82)	100.0% (N = 66)	97.9% (N = 95)	- 2.1	- 2.1	98.8%
Burlingame High	97	97.9% (N = 47)	98.4% (N = 62)	92.8% (N = 97)	- 5.6	- 5.1	95.9%
Capuchino High	98	94.1% (N = 51)	96.0% (N = 75)	93.9% (N = 98)	- 2.1	- 0.2	96.5%
Hillsdale High	52	100.0% (N = 49)	93.9% (N = 49)	98.1% (N = 52)	+ 4.2	- 1.9	98.9%
Mills High	102	100.0% (N = 88)	99.1% (N = 110)	97.1% (N = 102)	- 2	- 2.9	98.3%
Peninsula High	10	28.6% (N = 7)	46.2% (N = 13)	10.0% (N = 10)	- 36.2	- 18.6	49.0%
San Mateo High	124	91.4% (N = 116)	95.7% (N = 115)	90.3% (N = 124)	- 5.3	- 1.1	94.5%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Economically Disadvantaged Students

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	486	86.0% (N = 392)	84.2% (N = 506)	82.3% (N = 486)	-1.9	-3.7	87.3%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	69	98.6% (N = 73)	92.1% (N = 76)	92.8% (N = 69)	+0.6	-5.9	94.8%
Burlingame High	31	96.2% (N = 26)	86.5% (N = 37)	83.9% (N = 31)	-2.6	-12.3	88.4%
Capuchino High	107	90.2% (N = 61)	88.5% (N = 87)	85.0% (N = 107)	-3.5	-5.1	89.3%
Hillsdale High	72	89.3% (N = 56)	87.0% (N = 54)	87.5% (N = 72)	+0.5	-1.8	91.0%
Mills High	54	100.0% (N = 37)	96.9% (N = 65)	94.4% (N = 54)	-2.5	-5.6	96.0%
Peninsula High	18	14.3% (N = 14)	44.8% (N = 29)	16.7% (N = 18)	-28.2	+2.4	40.2%
San Mateo High	135	76.8% (N = 125)	78.5% (N = 158)	75.6% (N = 135)	-2.9	-1.2	82.5%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Homeless

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	8	57.1% (N = 7)	28.6% (N = 7)	75.0% (N = 8)	+ 46.4	+ 17.9	80.0%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	2	100.0% (N = 1)	66.7% (N = 3)	100.0% (N = 2)	+ 33.3	+ 0	100.0%
Burlingame High	1	50.0% (N = 2)	0.0% (N = 0)	100.0% (N = 1)		+ 50	100.0%
Capuchino High		100.0% (N = 1)	0.0% (N = 1)				
Hillsdale High	3	0.0% (N = 1)		100.0% (N = 3)		+ 100	100.0%
Mills High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High		0.0% (N = 1)	0.0% (N = 2)				
San Mateo High	2	100.0% (N = 1)	0.0% (N = 1)	0.0% (N = 2)	+ 0	- 100	20.0%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Foster Youth

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	7	100.0% (N = 5)	66.7% (N = 3)	42.9% (N = 7)	- 23.8	- 57.1	47.9%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	1	100.0% (N = 2)	100.0% (N = 1)	0.0% (N = 1)	- 100	- 100	8.8%
Burlingame High			N/A (N = 0)				
Capuchino High	1	100.0% (N = 1)		100.0% (N = 1)		+ 0	100.0%
Hillsdale High	1	100.0% (N = 1)		100.0% (N = 1)		+ 0	100.0%
Mills High	0	50.0% (N = 2)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High	3	100.0% (N = 1)		33.3% (N = 3)		- 66.7	39.2%
		100.0%	100.0%	50.0%			
San Mateo High	2				- 50	- 50	54.4%
		(N = 1)	(N = 1)	(N = 2)			

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2C - Increase Number of 10th Graders "On-track" for Graduation

The district will increase by 3% the overall number of 10th grade students "on track" ("on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).

Students with Disabilities

	Number of Sophomores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	203	80.1% (N = 196)	78.2% (N = 211)	79.3% (N = 203)	+ 1.1	- 0.8	84.3%
School	Sophomores	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	31	85.7% (N = 28)	75.0% (N = 28)	93.5% (N = 31)	+ 18.5	+ 7.8	95.1%
Burlingame High	22	83.3% (N = 24)	90.0% (N = 30)	77.3% (N = 22)	- 12.7	- 6.1	82.8%
Capuchino High	33	88.6% (N = 35)	80.0% (N = 30)	87.9% (N = 33)	+ 7.9	- 0.7	90.8%
Hillsdale High	43	96.6% (N = 29)	89.5% (N = 38)	86.0% (N = 43)	- 3.4	- 10.5	89.4%
Mills High	33	90.5% (N = 21)	88.5% (N = 26)	78.8% (N = 33)	- 9.7	- 11.7	83.9%
Peninsula High	9	33.3% (N = 18)	21.4% (N = 14)	22.2% (N = 9)	+ 0.8	- 11.1	41.0%
San Mateo High	32	70.7% (N = 41)	73.3% (N = 45)	65.6% (N = 32)	- 7.7	- 5.1	73.9%

**Sophomores = 10th grade students who either (a) are actively enrolled at the end of the academic year, or (b) left the district in the last week of April or later in the academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

All Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	2,024	3.4% (N=2,002)	6.6% (N=1,949)	6.8% (N=2024)	+ 0.2	+ 3.4	5.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	353	1.2% (N=344)	1.2% (N=321)	3.1% (N=353)	+ 1.9	+ 1.9	2.3%
Burlingame High	314	4.1% (N=338)	6.9% (N=306)	3.5% (N=314)	- 3.4	- 0.6	2.6%
Capuchino High	270	2.6% (N=274)	6.0% (N=250)	4.1% (N=270)	- 1.9	+ 1.5	3.0%
Hillsdale High	330	3.7% (N=301)	5.5% (N=311)	7.0% (N=330)	+ 1.5	+ 3.3	5.1%
Mills High	281	2.5% (N=325)	2.9% (N=311)	2.8% (N=281)	- 0.1	+ 0.3	2.1%
Peninsula High	112	7.4% (N=95)	42.9% (N=91)	40.2% (N=112)	- 2.7	+ 32.8	29.5%
San Mateo High	360	4.2% (N=310)	6.8% (N=355)	7.5% (N=360)	+ 0.7	+ 3.3	5.5%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

Hispanic Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	581	6.9% (N=533)	13.0% (N=569)	12.6% (N=581)	- 0.4	+ 5.7	8.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	80	1.3% (N=78)	2.3% (N=87)	3.8% (N=80)	+ 1.5	+ 2.5	2.4%
Burlingame High	51	8.6% (N=58)	15.9% (N=63)	5.9% (N=51)	- 10	- 2.7	3.8%
Capuchino High	117	3.7% (N=107)	11.7% (N=103)	5.1% (N=117)	- 6.6	+ 1.4	3.2%
Hillsdale High	91	10.3% (N=78)	6.1% (N=82)	13.2% (N=91)	+ 7.1	+ 2.9	8.4%
Mills High	39	4.0% (N=50)	7.3% (N=41)	10.3% (N=39)	+ 3	+ 6.3	6.6%
Peninsula High	71	10.0% (N=50)	43.6% (N=55)	40.8% (N=71)	- 2.8	+ 30.8	26.0%
San Mateo High	131	9.2% (N=109)	13.0% (N=138)	12.2% (N=131)	- 0.8	+ 3	7.8%

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

Pacific Islanders

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	47	2.6% (N=38)	8.6% (N=58)	10.6% (N=47)	+ 2	+ 8	8.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	12	0.0% (N≤10)	0.0% (N≤10)	8.3% (N=12)	+ 8.3	+ 8.3	6.3%
Burlingame High	≤10	0.0% (N≤10)	25.0% (N≤10)	0.0% (N≤10)	- 25	+ 0	0.0%
Capuchino High	≤10	0.0% (N=17)	7.7% (N=13)	11.1% (N≤10)	+ 3.4	+ 11.1	8.0%
Hillsdale High	≤10	0.0% (N≤10)	0.0% (N≤10)	0.0% (N≤10)	+ 0	+ 0	0.0%
Mills High	≤10	0.0% (N≤10)	12.5% (N≤10)	0.0% (N≤10)	- 12.5	+ 0	0.0%
Peninsula High	≤10	0.0% (N≤10)	33.3% (N≤10)	50.0% (N≤10)	+ 16.7	+ 50	8.0%
San Mateo High	≤10	0.0% (N≤10)	0.0% (N=12)	10.0% (N≤10)	+ 10	+ 10	8.0%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

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1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

African-American Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	19	12.5% (N=24)	18.5% (N=27)	21.1% (N=19)	+ 2.6	+ 8.6	14.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	≤10	0.0% (N≤10)	0.0% (N≤10)	0.0% (N≤10)	+ 0	+ 0	0.0%
Burlingame High	≤10	0.0% (N≤10)	0.0% (N≤10)	0.0% (N≤10)	+ 0	+ 0	0.0%
Capuchino High	≤10	0.0% (N≤10)	0.0% (N≤10)	33.3% (N≤10)	+ 33.3	+ 33.3	14.0%
Hillsdale High	≤10	0.0% (N≤10)	12.5% (N≤10)	0.0% (N≤10)	- 12.5	+ 0	0.0%
Mills High	0	50.0% (N≤10)	50.0% (N≤10)	N/A (N=0)	N/A	N/A	N/A
Peninsula High	≤10	0.0% (N≤10)	60.0% (N≤10)	50.0% (N≤10)	- 10	+ 50	14.0%
San Mateo High	≤10	16.7% (N≤10)	0.0% (N≤10)	50.0% (N≤10)	+ 50	+ 33.3	14.0%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

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1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

English Learners

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	288	10.2% (N=295)	14.3% (N=321)	19.8% (N=288)	+ 5.5	+ 9.6	10.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	16	3.7% (N=27)	0.0% (N=29)	0.0% (N=16)	+ 0	- 3.7	0.0%
Burlingame High	26	10.8% (N=37)	20.6% (N=34)	3.8% (N=26)	- 16.8	- 7	1.9%
Capuchino High	67	5.8% (N=52)	9.7% (N=62)	6.0% (N=67)	- 3.7	+ 0.2	3.0%
Hillsdale High	37	11.4% (N=35)	12.8% (N=39)	32.4% (N=37)	+ 19.6	+ 21	16.4%
Mills High	31	9.3% (N=54)	1.7% (N=59)	16.1% (N=31)	+ 14.4	+ 6.8	8.1%
Peninsula High	42	13.3% (N=30)	40.6% (N=32)	52.4% (N=42)	+ 11.8	+ 39.1	26.5%
San Mateo High	69	15.3% (N=59)	21.2% (N=66)	18.8% (N=69)	- 2.4	+ 3.5	9.5%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

Economically Disadvantaged Students

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	613	6.3% (N=585)	11.4% (N=660)	14.5% (N=613)	+ 3.1	+ 8.2	8.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	73	1.4% (N=70)	1.0% (N=103)	2.7% (N=73)	+ 1.7	+ 1.3	1.5%
Burlingame High	33	11.4% (N=44)	15.4% (N=52)	12.1% (N=33)	- 3.3	+ 0.7	6.7%
Capuchino High	117	1.6% (N=122)	9.1% (N=110)	7.7% (N=117)	- 1.4	+ 6.1	4.2%
Hillsdale High	80	5.9% (N=85)	9.4% (N=85)	17.5% (N=80)	+ 8.1	+ 11.6	9.6%
Mills High	72	5.2% (N=77)	5.7% (N=88)	4.2% (N=72)	- 1.5	- 1	2.3%
Peninsula High	82	10.9% (N=64)	39.4% (N=66)	43.9% (N=82)	+ 4.5	+ 33	24.2%
San Mateo High	155	8.5% (N=118)	10.9% (N=156)	12.9% (N=155)	+ 2	+ 4.4	7.1%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

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- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

Students with Disabilities

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	236	3.9% (N=204)	10.9% (N=247)	11.4% (N=236)	+ 0.5	+ 7.5	8.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	25	4.8% (N=21)	0.0% (N=27)	4.0% (N=25)	+ 4	- 0.8	2.8%
Burlingame High	36	7.7% (N=26)	12.5% (N=40)	11.1% (N=36)	- 1.4	+ 3.4	7.8%
Capuchino High	24	3.4% (N=29)	5.7% (N=35)	8.3% (N=24)	+ 2.6	+ 4.9	5.8%
Hillsdale High	47	3.2% (N=31)	7.1% (N=42)	8.5% (N=47)	+ 1.4	+ 5.3	5.9%
Mills High	22	0.0% (N=26)	15.6% (N=32)	18.2% (N=22)	+ 2.6	+ 18.2	12.7%
Peninsula High	36	7.7% (N=26)	25.0% (N=28)	16.7% (N=36)	- 8.3	+ 9	11.7%
San Mateo High	42	2.9% (N=35)	12.8% (N=39)	9.5% (N=42)	- 3.3	+ 6.6	6.6%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

San Mateo Union High School District

2017-18 LCAP Goal 2H - Decrease Dropout Rate

Decrease dropout rates overall and among key subgroups (2017-2020):

Overall: 6.8% to 5.0%, **Hispanic/Latino:** 12.4% to 8.0%, **Pacific Islander:** 10.6 to 8.0%, **African American:** 21.1% to 14.0%, **Low-income student:** 14.3% to 8.0%, **English Learner:** 19.4% to 10.0%, **Special Education:** 11.0% to 8.0% , **Foster Youth:** 22.2 to 15.0% (per AB-167)

Foster Youth

	Number in Cohort** 2015-16	Status 2013-14	Status 2014-15	Status 2015-16	1-Year Change	2-Year Change	2017-18 Target
District Performance	236	N/A	0.0% (N≤10)	25.0% (N≤10)	+ 25	N/A	15.0%
School	Cohort Size	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	25	N/A	0.0% (N≤10)	0.0% (N≤10)	+ 0	N/A	0.0%
Burlingame High	36	N/A	N/A (N=0)	N/A (N=0)	N/A	N/A	N/A
Capuchino High	24	N/A	N/A (N=0)	N/A (N=0)	N/A	N/A	N/A
Hillsdale High	47	N/A	N/A (N=0)	0.0% (N≤10)	N/A	N/A	0.0%
Mills High	22	N/A	N/A (N=0)	100.0% (N≤10)	N/A	N/A	15.0%
Peninsula High	36	N/A	0.0% (N≤10)	0.0% (N≤10)	+ 0	N/A	0.0%
San Mateo High	42	N/A	N/A (N=0)	100.0% (N≤10)	N/A	N/A	15.0%

**Cohort = The group of students that could potentially graduate during a four-year time period (grade 9 through grade 12). The four-year adjusted cohort includes students who enter 9th grade for the first time in the initial year of the four-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade 9 (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the four-year cohort period.

Students who drop out during the four-year cohort period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

1-Year change = 2015-16 Status - 2014-15 Status

2-Year change = 2015-16 Status - 2013-14 Status

Note: Foster Youth graduation data not available for 2013-14.

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

All Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	2,241	1,618	81.3% (N = 1,306)	84.7% (N = 1,518)	84.5% (N = 1,618)	- 0.2	+ 3.2	87.5%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	435	291	82.8% (N = 209)	86.3% (N = 263)	79.4% (N = 291)	- 6.9	- 3.4	83.4%
Burlingame High	363	208	86.0% (N = 236)	86.7% (N = 248)	82.2% (N = 208)	- 4.5	- 3.8	85.7%
Capuchino High	313	240	84.2% (N = 209)	84.3% (N = 248)	83.7% (N = 240)	- 0.5	- 0.5	86.9%
Hillsdale High	442	366	93.0% (N = 243)	90.0% (N = 260)	91.8% (N = 366)	+ 1.8	- 1.2	93.4%
Mills High	275	207	81.6% (N = 152)	84.7% (N = 235)	83.1% (N = 207)	- 1.6	+ 1.5	86.4%
San Mateo High	411	306	62.3% (N = 257)	76.1% (N = 264)	83.7% (N = 306)	+ 7.5	+ 21.4	86.8%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Hispanic/Latino Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I*** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	710	638	71.8% (N = 528)	77.4% (N = 656)	74.8% (N = 638)	- 2.7	+ 3	79.8%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	115	105	75.9% (N = 79)	81.3% (N = 123)	68.6% (N = 105)	- 12.7	- 7.4	74.8%
Burlingame High	61	50	76.3% (N = 59)	71.1% (N = 45)	70.0% (N = 50)	- 1.1	- 6.3	75.9%
Capuchino High	154	129	83.3% (N = 120)	81.1% (N = 148)	75.2% (N = 129)	- 5.9	- 8.1	80.1%
Hillsdale High	135	121	89.2% (N = 83)	84.6% (N = 117)	81.0% (N = 121)	- 3.6	- 8.2	84.8%
Mills High	64	59	67.6% (N = 34)	72.4% (N = 58)	71.2% (N = 59)	- 1.2	+ 3.5	76.9%
San Mateo High	181	174	50.3% (N = 153)	69.7% (N = 165)	76.4% (N = 174)	+ 6.7	+ 26.1	81.1%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Pacific Islanders

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	50	48	75.0% (N = 52)	78.7% (N = 47)	79.2% (N = 48)	+ 0.4	+ 4.2	84.2%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	19	19	92.3% (N = 13)	81.8% (N = 11)	73.7% (N = 19)	- 8.1	- 18.6	80.0%
Burlingame High	0	0	100.0% (N = 3)	100.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	9	8	72.2% (N = 18)	90.0% (N = 10)	87.5% (N = 8)	- 2.5	+ 15.3	90.5%
Hillsdale High	3	3	50.0% (N = 4)	100.0% (N = 1)	100.0% (N = 3)	+ 0	+ 50	100.0%
Mills High	10	9	100.0% (N = 5)	53.8% (N = 13)	77.8% (N = 9)	+ 23.9	- 22.2	83.1%
San Mateo High	9	9	44.4% (N = 9)	90.0% (N = 10)	77.8% (N = 9)	- 12.2	+ 33.3	83.1%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

African American Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	14	11	71.4% (N = 14)	80.0% (N = 10)	63.6% (N = 11)	- 16.4	- 7.8	68.6%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	2	2	75.0% (N = 4)	100.0% (N = 3)	50.0% (N = 2)	- 50	- 25	56.9%
Burlingame High	2	1	50.0% (N = 2)	N/A (N = 0)	0.0% (N = 1)	N/A	- 50	13.8%
Capuchino High	2	2	N/A (N = 0)	100.0% (N = 1)	100.0% (N = 2)	+ 0	N/A	100.0%
Hillsdale High	4	3	100.0% (N = 2)	100.0% (N = 1)	100.0% (N = 3)	+ 0	+ 0	100.0%
Mills High	1	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	13.8%
San Mateo High	3	2	66.7% (N = 6)	60.0% (N = 5)	50.0% (N = 2)	- 10	- 16.7	56.9%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

English Learners

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	140	52	56.8% (N = 37)	77.1% (N = 48)	88.5% (N = 52)	+ 11.4	+ 31.7	93.5%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	0	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Burlingame High	0	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	17	13	80.0% (N = 5)	100.0% (N = 8)	100.0% (N = 13)	+ 0	+ 20	100.0%
Hillsdale High	14	14	75.0% (N = 4)	66.7% (N = 9)	92.9% (N = 14)	+ 26.2	+ 17.9	96.0%
Mills High	5	4	33.3% (N = 3)	91.7% (N = 12)	75.0% (N = 4)	- 16.7	+ 41.7	85.8%
San Mateo High	25	21	52.0% (N = 25)	63.2% (N = 19)	81.0% (N = 21)	+ 17.8	+ 29	89.2%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

EL not in ELD

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I*** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	172	154	67.5% (N = 160)	74.1% (N = 139)	64.3% (N = 154)	- 9.8	- 3.2	69.3%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	40	37	66.7% (N = 12)	80.0% (N = 25)	62.2% (N = 37)	- 17.8	- 4.5	67.5%
Burlingame High	10	7	50.0% (N = 10)	91.7% (N = 12)	71.4% (N = 7)	- 20.2	+ 21.4	75.4%
Capuchino High	34	30	76.6% (N = 77)	69.2% (N = 26)	50.0% (N = 30)	- 19.2	- 26.6	57.0%
Hillsdale High	32	28	73.3% (N = 15)	80.0% (N = 25)	78.6% (N = 28)	- 1.4	+ 5.2	81.6%
Mills High	9	8	87.5% (N = 8)	80.0% (N = 5)	50.0% (N = 8)	- 30	- 37.5	57.0%
San Mateo High	46	44	47.4% (N = 38)	65.2% (N = 46)	68.2% (N = 44)	+ 3	+ 20.8	72.6%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Reclassified English Proficient Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I*** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	573	441	79.4% (N = 354)	82.8% (N = 493)	79.1% (N = 441)	- 3.6	- 0.2	84.1%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	81	59	80.3% (N = 61)	83.5% (N = 85)	76.3% (N = 59)	- 7.3	- 4.1	79.7%
Burlingame High	94	59	89.9% (N = 69)	79.7% (N = 64)	74.6% (N = 59)	- 5.1	- 15.3	78.2%
Capuchino High	83	71	85.0% (N = 40)	86.4% (N = 103)	80.3% (N = 71)	- 6.1	- 4.7	83.1%
Hillsdale High	70	57	95.3% (N = 43)	82.6% (N = 46)	77.2% (N = 57)	- 5.4	- 18.2	80.5%
Mills High	106	83	86.2% (N = 58)	85.6% (N = 97)	84.3% (N = 83)	- 1.2	- 1.9	86.6%
San Mateo High	139	112	54.2% (N = 83)	77.6% (N = 98)	79.5% (N = 112)	+ 1.9	+ 25.2	82.4%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Economically Disadvantaged Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I** 2017-18	Status 2015-16 (N = 434)	Status 2016-17 (N = 516)	Status 2017-18 (N = 398)	1-Year Change	2-Year Change	2018-19 Target
District Performance	440	398	70.5%	77.3%	75.6%	- 1.7	+ 5.1	80.6%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	76	74	74.0% (N = 50)	79.5% (N = 78)	66.2% (N = 74)	- 13.3	- 7.8	73.1%
Burlingame High	38	29	80.6% (N = 31)	85.7% (N = 28)	58.6% (N = 29)	- 27.1	- 22	67.1%
Capuchino High	102	88	79.0% (N = 124)	80.9% (N = 141)	80.7% (N = 88)	- 0.2	+ 1.6	84.6%
Hillsdale High	53	51	82.5% (N = 63)	80.8% (N = 73)	82.4% (N = 51)	+ 1.5	- 0.2	86.0%
Mills High	46	38	78.9% (N = 38)	77.8% (N = 54)	76.3% (N = 38)	- 1.5	- 2.6	81.2%
San Mateo High	125	118	50.0% (N = 128)	69.0% (N = 142)	78.8% (N = 118)	+ 9.8	+ 28.8	83.2%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Homeless Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I*** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	6	6	60.0% (N = 10)	87.5% (N = 8)	50.0% (N = 6)	- 37.5	- 10	55.0%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	2	2	66.7% (N = 3)	N/A (N = 0)	0.0% (N = 2)	N/A	- 66.7	10.0%
Burlingame High	3	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	3	3	100.0% (N = 1)	N/A (N = 0)	66.7% (N = 3)	N/A	- 33.3	70.0%
Hillsdale High	1	1	66.7% (N = 3)	N/A (N = 0)	100.0% (N = 1)	N/A	+ 33.3	100.0%
Mills High	0	0	0.0% (N = 1)	100.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	0	0	50.0% (N = 2)	83.3% (N = 6)	N/A (N = 0)	N/A	N/A	N/A

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Foster Youth

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I*** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	6	4	50.0% (N = 10)	100.0% (N = 1)	75.0% (N = 4)	- 25	+ 25	80.0%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	1	1	0.0% (N = 1)	100.0% (N = 1)	0.0% (N = 1)	- 100	+ 0	20.0%
Burlingame High	1	1	N/A (N = 0)	N/A (N = 0)	100.0% (N = 1)	N/A	N/A	100.0%
Capuchino High	2	1	0.0% (N = 1)	N/A (N = 0)	100.0% (N = 1)	N/A	+ 100	100.0%
Hillsdale High	1	1	66.7% (N = 3)	N/A (N = 0)	100.0% (N = 1)	N/A	+ 33.3	100.0%
Mills High	0	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	1	0	60.0% (N = 5)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in Algebra I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in Algebra I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in Algebra I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in Algebra I in each of the three years.

Students with Disabilities

	Total 9th Graders** 2017-18	9th Graders Enrolled in Algebra I**	Status 2015-16 (N = 92)	Status 2016-17 (N = 170)	Status 2017-18 (N = 123)	1-Year Change	2-Year Change	2018-19 Target
District Performance	151	123	73.9%	66.5%	78.0%	+ 11.6	+ 4.1	83.0%
School	9th Graders	9th Grades in Alg I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	21	19	73.7% (N = 19)	88.9% (N = 27)	73.7% (N = 19)	- 15.2	+ 0	79.7%
Burlingame High	12	4	66.7% (N = 9)	68.6% (N = 35)	75.0% (N = 4)	+ 6.4	+ 8.3	80.7%
Capuchino High	24	18	85.7% (N = 21)	60.0% (N = 30)	61.1% (N = 18)	+ 1.1	- 24.6	70.0%
Hillsdale High	37	31	75.0% (N = 12)	75.9% (N = 29)	90.3% (N = 31)	+ 14.5	+ 15.3	92.5%
Mills High	20	15	66.7% (N = 12)	55.0% (N = 20)	60.0% (N = 15)	+ 5	- 6.7	69.1%
San Mateo High	37	36	68.4% (N = 19)	48.3% (N = 29)	86.1% (N = 36)	+ 37.8	+ 17.7	89.3%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in Algebra I, Int. Algebra I, and EL Algebra I who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

All Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16 (N = 2,044)	Status 2016-17 (N = 2,135)	Status 2017-18 (N = 2,138)	1-Year Change	2-Year Change	2018-19 Target
District Performance	2,241	2,138	90.3%	90.4%	88.9%	- 1.4	- 1.3	91.9%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	435	431	94.6% (N = 391)	93.6% (N = 435)	94.0% (N = 431)	+ 0.4	- 0.7	95.6%
Burlingame High	363	355	92.4% (N = 355)	94.6% (N = 353)	94.9% (N = 355)	+ 0.3	+ 2.5	96.3%
Capuchino High	313	282	89.7% (N = 272)	77.0% (N = 313)	84.8% (N = 282)	+ 7.8	- 5	88.9%
Hillsdale High	442	423	92.6% (N = 338)	92.4% (N = 343)	87.7% (N = 423)	- 4.7	- 4.9	91.0%
Mills High	275	262	95.9% (N = 294)	90.8% (N = 282)	85.5% (N = 262)	- 5.3	- 10.4	89.4%
San Mateo High	411	385	78.2% (N = 394)	91.4% (N = 409)	84.4% (N = 385)	- 7	+ 6.2	88.6%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Hispanic/Latino Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	710	660	78.2% (N = 587)	80.9% (N = 705)	76.1% (N = 660)	- 4.8	- 2.1	81.1%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	115	114	87.1% (N = 101)	87.5% (N = 136)	85.1% (N = 114)	- 2.4	- 2	88.2%
Burlingame High	61	59	79.4% (N = 63)	88.2% (N = 51)	88.1% (N = 59)	- 0.1	+ 8.8	90.6%
Capuchino High	154	141	85.3% (N = 136)	70.3% (N = 165)	77.3% (N = 141)	+ 7	- 8	82.0%
Hillsdale High	135	124	86.0% (N = 86)	84.6% (N = 123)	69.4% (N = 124)	- 15.2	- 16.7	75.8%
Mills High	64	62	93.6% (N = 47)	77.8% (N = 63)	74.2% (N = 62)	- 3.6	- 19.4	79.6%
San Mateo High	181	160	56.5% (N = 154)	82.0% (N = 167)	70.0% (N = 160)	- 12	+ 13.5	76.3%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Pacific Islanders

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	50	48	81.4% (N = 59)	78.4% (N = 51)	81.3% (N = 48)	+ 2.8	- 0.1	86.3%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	19	18	94.1% (N = 17)	84.6% (N = 13)	94.4% (N = 18)	+ 9.8	+ 0.3	95.9%
Burlingame High	0	0	66.7% (N = 3)	100.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	9	9	88.9% (N = 18)	58.3% (N = 12)	88.9% (N = 9)	+ 30.6	+ 0	91.9%
Hillsdale High	3	3	50.0% (N = 4)	100.0% (N = 1)	100.0% (N = 3)	+ 0	+ 50	100.0%
Mills High	10	9	100.0% (N = 6)	84.6% (N = 13)	66.7% (N = 9)	- 17.9	- 33.3	75.6%
San Mateo High	9	9	54.5% (N = 11)	80.0% (N = 10)	55.6% (N = 9)	- 24.4	+ 1	67.4%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

African American Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	14	14	81.0% (N = 21)	76.9% (N = 13)	85.7% (N = 14)	+ 8.8	+ 4.8	90.7%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	2	2	100.0% (N = 5)	80.0% (N = 5)	50.0% (N = 2)	- 30	- 50	67.5%
Burlingame High	2	2	66.7% (N = 3)	N/A (N = 0)	100.0% (N = 2)	N/A	+ 33.3	100.0%
Capuchino High	2	2	0.0% (N = 1)	50.0% (N = 2)	100.0% (N = 2)	+ 50	+ 100	100.0%
Hillsdale High	4	4	100.0% (N = 3)	100.0% (N = 1)	100.0% (N = 4)	+ 0	+ 0	100.0%
Mills High	1	1	100.0% (N = 1)	N/A (N = 0)	100.0% (N = 1)	N/A	+ 0	100.0%
San Mateo High	3	3	75.0% (N = 8)	80.0% (N = 5)	66.7% (N = 3)	- 13.3	- 8.3	78.3%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

EL not in ELD

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	172	160	73.2% (N = 194)	74.3% (N = 148)	61.3% (N = 160)	- 13.1	- 11.9	66.3%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	40	39	83.3% (N = 18)	92.0% (N = 25)	79.5% (N = 39)	- 12.5	- 3.8	82.1%
Burlingame High	10	8	57.1% (N = 14)	85.7% (N = 14)	75.0% (N = 8)	- 10.7	+ 17.9	78.2%
Capuchino High	34	29	86.4% (N = 88)	57.1% (N = 28)	58.6% (N = 29)	+ 1.5	- 27.7	64.0%
Hillsdale High	32	30	72.2% (N = 18)	57.7% (N = 26)	53.3% (N = 30)	- 4.4	- 18.9	59.4%
Mills High	9	8	88.2% (N = 17)	87.5% (N = 8)	50.0% (N = 8)	- 37.5	- 38.2	56.5%
San Mateo High	46	46	38.5% (N = 39)	78.7% (N = 47)	52.2% (N = 46)	- 26.5	+ 13.7	58.3%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Reclassified English Proficient Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	573	567	87.3% (N = 513)	89.4% (N = 624)	86.6% (N = 567)	- 2.8	- 0.7	91.6%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	81	81	93.3% (N = 90)	90.7% (N = 107)	92.6% (N = 81)	+ 1.9	- 0.7	95.4%
Burlingame High	94	94	92.7% (N = 96)	94.6% (N = 92)	93.6% (N = 94)	- 0.9	+ 0.9	96.0%
Capuchino High	83	81	87.2% (N = 47)	80.0% (N = 120)	85.2% (N = 81)	+ 5.2	- 2	90.7%
Hillsdale High	70	70	89.1% (N = 55)	92.7% (N = 55)	82.9% (N = 70)	- 9.9	- 6.2	89.3%
Mills High	106	103	96.0% (N = 101)	91.1% (N = 112)	83.5% (N = 103)	- 7.6	- 12.5	89.7%
San Mateo High	139	138	71.0% (N = 124)	90.6% (N = 138)	83.3% (N = 138)	- 7.2	+ 12.4	89.6%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Economically Disadvantaged Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	440	398	76.9% (N = 484)	78.3% (N = 516)	73.4% (N = 398)	- 4.9	- 3.5	78.4%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	76	76	86.4% (N = 66)	88.2% (N = 85)	85.5% (N = 76)	- 2.7	- 0.8	88.2%
Burlingame High	38	37	77.1% (N = 35)	88.2% (N = 34)	86.5% (N = 37)	- 1.7	+ 9.3	89.0%
Capuchino High	102	88	84.9% (N = 139)	70.6% (N = 153)	73.9% (N = 88)	+ 3.3	- 11	78.8%
Hillsdale High	53	45	80.0% (N = 65)	72.7% (N = 66)	55.6% (N = 45)	- 17.2	- 24.4	63.9%
Mills High	46	44	91.9% (N = 62)	79.6% (N = 49)	75.0% (N = 44)	- 4.6	- 16.9	79.7%
San Mateo High	125	108	52.1% (N = 117)	80.6% (N = 129)	66.7% (N = 108)	- 14	+ 14.5	72.9%

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Homeless Students

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	6	6	66.7% (N = 9)	71.4% (N = 7)	83.3% (N = 6)	+ 11.9	+ 16.7	88.3%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	2	2	66.7% (N = 3)	N/A (N = 0)	50.0% (N = 2)		- 16.7	65.0%
Burlingame High	0	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	3	3	100.0% (N = 1)	N/A (N = 0)	100.0% (N = 3)	N/A	+ 0	100.0%
Hillsdale High	1	1	66.7% (N = 3)	N/A (N = 0)	100.0% (N = 1)	N/A	+ 33.3	100.0%
Mills High	0	0	100.0% (N = 1)	50.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	0	0	0.0% (N = 1)	80.0% (N = 5)	N/A (N = 0)	N/A	N/A	N/A

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Foster Youth

	Total 9th Graders** 2017-18	9th Graders Enrolled in English I** 2017-18	Status 2015-16	Status 2016-17	Status 2017-18	1-Year Change	2-Year Change	2018-19 Target
District Performance	6	3	37.5% (N = 8)	100.0% (N = 2)	100.0% (N = 3)	+ 0	+ 62.5	100.0%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	1	1	100.0% (N = 1)	100.0% (N = 2)	100.0% (N = 1)	+ 0	+ 0	100.0%
Burlingame High	1	1	N/A (N = 0)	N/A (N = 0)	100.0% (N = 1)	N/A	N/A	100.0%
Capuchino High	2	0	0.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Hillsdale High	1	1	66.7% (N = 3)	N/A (N = 0)	100.0% (N = 1)	N/A	+ 33.3	100.0%
Mills High	0	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	1	0	0.0% (N = 3)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A

**9th Graders Enrolled in Algebra I = 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2B.1 - Increase Number of 9th Graders Receiving "C-" or Better in English I

The district will increase by 3% the overall number of 9th grade students receiving a "C-" grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander 9th grade students receiving a "C-" grade or better in English I.

Note: Students in Peninsula Alternative High School are excluded from these results because there are only 2 or fewer 9th graders enrolled in English I in each of the three years.

Students with Disabilities

	Total 9th Graders** 2017-18	Number of Upperclassmen**	Status 2015-16 (N = 166)	Status 2016-17 (N = 180)	Status 2017-18 (N = 126)	1-Year Change	2-Year Change	2018-19 Target
District Performance	151	126	77.1%	75.0%	72.2%	- 2.8	- 4.9	77.2%
School	9th Graders	9th Grades in Eng I	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	21	20	87.1% (N = 31)	82.8% (N = 29)	80.0% (N = 20)	- 2.8	- 7.1	83.6%
Burlingame High	12	5	76.5% (N = 17)	81.1% (N = 37)	100.0% (N = 5)	+ 18.9	+ 23.5	100.0%
Capuchino High	24	17	68.6% (N = 35)	76.7% (N = 30)	76.5% (N = 17)	- 0.2	+ 7.9	80.7%
Hillsdale High	37	32	84.6% (N = 26)	64.5% (N = 31)	81.3% (N = 32)	+ 16.7	- 3.4	84.6%
Mills High	20	15	88.0% (N = 25)	75.0% (N = 24)	33.3% (N = 15)	- 41.7	- 54.7	45.3%
San Mateo High	37	37	62.5% (N = 32)	69.0% (N = 29)	70.3% (N = 37)	+ 1.3	+ 7.8	75.6%

**9th Graders Enrolled in Algebra I - 9th Graders enrolled in English I, Int. English I, and English I AS who received a letter grade (i.e. A+/A/A-, B+/B/B-, C+/C/C-, D+/D/D-, F) in the Fall semester of the 2017-18 academic year.

1-Year change = 2017-16 Status - 2016-17 Status

2-Year change = 2017-16 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2D.1 - Increase AP Achievement

The district will increase by 1% overall, the number of students who achieve passing scores on AP tests (the number of students who achieve a passing score on at least one AP exam).

Note: Subgroup-level data not available

All Students

	Number of AP Test Takers** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2018-19 Target
District Performance	2,188	82.3% (N = 1,924)	81.2% (N = 1,991)	81.6% (N = 2,188)	+ 0.5	- 0.7	82.6%
School	AP Test Takers	Status	Status	Status	1-Year Change	2-Year Change	2018-19 Target
Aragon High	426	87.2% (N = 438)	89.0% (N = 435)	89.0% (N = 426)	+ 0	+ 1.8	89.6%
Burlingame High	500	83.4% (N = 447)	81.8% (N = 466)	80.8% (N = 500)	- 1	- 2.6	81.8%
Capuchino High	28	76.9% (N = 13)	55.6% (N = 27)	57.1% (N = 28)	+ 1.6	- 19.8	59.5%
Hillsdale High	309	79.0% (N = 243)	75.1% (N = 273)	75.1% (N = 309)	+ 0	- 3.9	76.4%
Mills High	396	82.8% (N = 331)	86.4% (N = 338)	80.6% (N = 396)	- 5.8	- 2.2	81.6%
San Mateo High	528	78.1% (N = 452)	74.3% (N = 451)	82.4% (N = 528)	+ 8.1	+ 4.3	83.3%

**AP Test Takers = All students who took at least one AP Exam and had a valid score in the given academic year.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2D.2 - Increase IB Achievement

The district will increase by 1% overall, the number of students who achieve at least one passing score (i.e. a score of 4 or higher) on IB tests. In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve at least one passing score on IB tests.

Note: IB Courses are only offered at Capuchino High School

Capuchino High

	Number of IB Test Takers** 2016-17	Status 2015-16	Status 2016-17	1-Year Change	2018-19 Target
All Students	218	69.0% (N = 210)	63.8% (N = 218)	- 5.3	64.8%
Subgroup	AP Test Takers	Status	Status	1-Year Change	2018-19 Target
Hispanic Students	88	75.3% (N = 77)	68.2% (N = 88)	- 7.1	71.2%
Pacific Islanders	8	50.0% (N = 8)	50.0% (N = 8)	+ 0	53.0%
African American Students	4	0.0% (N = 1)	25.0% (N = 4)	+ 25	28.0%
English Learners in ELD	3	N/A (N = 0)	66.7% (N = 3)	N/A	69.7%
English Learners Not in ELD	4	60.0% (N = 5)	50.0% (N = 4)	- 10	53.0%
Long Term English Learner	2	N/A (N = 0)	50.0% (N = 2)	N/A	53.0%
Reclassified English Proficient	70	72.2% (N = 54)	70.0% (N = 70)	- 2.2	73.0%
Economically Disadvantaged Students	69	74.4% (N = 43)	55.1% (N = 69)	- 19.3	58.1%
Students with Disabilities	3	100.0% (N = 1)	66.7% (N = 3)	- 33.3	69.7%

**IB Test Takers = All students who took at least one IB Exam and had a valid score in the given academic year.
1-Year change = 2016-17 Status - 2015-16 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

All Students

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	2,018	74.7% (N = 1,874)	79.6% (N = 1,890)	77.6% (N = 2,018)	- 2	+ 2.8	79.6%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	367	85.9% (N = 347)	86.4% (N = 338)	84.2% (N = 367)	- 2.2	- 1.7	85.6%
Burlingame High	328	85.2% (N = 290)	86.3% (N = 293)	88.7% (N = 328)	+ 2.4	+ 3.5	89.7%
Capuchino High	292	72.6% (N = 263)	74.9% (N = 255)	72.6% (N = 292)	- 2.3	+ 0	75.0%
Hillsdale High	338	61.7% (N = 311)	77.5% (N = 316)	74.0% (N = 338)	- 3.6	+ 12.2	76.3%
Mills High	308	84.8% (N = 270)	87.0% (N = 284)	90.3% (N = 308)	+ 3.3	+ 5.4	91.1%
Peninsula High	46	11.5% (N = 52)	10.2% (N = 49)	15.2% (N = 46)	+ 5	+ 3.7	22.8%
San Mateo High	339	69.5% (N = 341)	76.3% (N = 355)	64.3% (N = 339)	- 12	- 5.2	67.5%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Hispanic Students

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	621	51.0% (N = 514)	62.8% (N = 562)	56.5% (N = 621)	- 6.3	+ 5.5	61.5%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	90	62.5% (N = 80)	74.3% (N = 101)	61.1% (N = 90)	- 13.1	- 1.4	65.6%
Burlingame High	66	72.3% (N = 47)	77.1% (N = 48)	78.8% (N = 66)	+ 1.7	+ 6.4	81.2%
Capuchino High	142	59.5% (N = 111)	62.6% (N = 115)	63.4% (N = 142)	+ 0.8	+ 3.9	67.6%
Hillsdale High	79	40.7% (N = 86)	62.3% (N = 77)	55.7% (N = 79)	- 6.6	+ 15	60.8%
Mills High	55	68.6% (N = 35)	70.4% (N = 54)	72.7% (N = 55)	+ 2.4	+ 4.2	75.9%
Peninsula High	33	12.5% (N = 32)	11.1% (N = 27)	15.2% (N = 33)	+ 4	+ 2.7	24.9%
San Mateo High	156	39.8% (N = 123)	57.1% (N = 140)	41.7% (N = 156)	- 15.5	+ 1.8	48.4%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Pacific Islanders

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	40	45.7% (N = 46)	54.3% (N = 46)	55.0% (N = 40)	+ 0.7	+ 9.3	60.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	10	58.3% (N = 12)	55.6% (N = 9)	80.0% (N = 10)	+ 24.4	+ 21.7	82.2%
Burlingame High	0	40.0% (N = 5)	0.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	14	60.0% (N = 10)	72.7% (N = 11)	50.0% (N = 14)	- 22.7	- 10	55.6%
Hillsdale High	2	0.0% (N = 4)	50.0% (N = 6)	0.0% (N = 2)	- 50	+ 0	11.1%
Mills High	7	33.3% (N = 3)	75.0% (N = 8)	57.1% (N = 7)	- 17.9	+ 23.8	61.9%
Peninsula High	0	0.0% (N = 4)	0.0% (N = 3)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	7	62.5% (N = 8)	42.9% (N = 7)	42.9% (N = 7)	+ 0	- 19.6	49.2%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

African-American Students

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	23	46.7% (N = 15)	58.8% (N = 17)	56.5% (N = 23)	- 2.3	+ 9.9	61.5%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	5	100.0% (N = 2)	75.0% (N = 4)	60.0% (N = 5)	- 15	- 40	64.6%
Burlingame High	1	100.0% (N = 2)	0.0% (N = 1)	100.0% (N = 1)	+ 100	+ 0	100.0%
Capuchino High	1	50.0% (N = 4)	100.0% (N = 3)	100.0% (N = 1)	+ 0	+ 50	100.0%
Hillsdale High	7	33.3% (N = 3)	75.0% (N = 4)	42.9% (N = 7)	- 32.1	+ 9.5	49.4%
Mills High	2	N/A (N = 0)	N/A (N = 0)	50.0% (N = 2)	N/A	N/A	55.8%
Peninsula High	0	N/A (N = 0)	0.0% (N = 2)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	7	0.0% (N = 4)	33.3% (N = 3)	57.1% (N = 7)	+ 23.8	+ 57.1	62.1%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

English Learners in ELD

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15 (N = 27)	Status 2015-16 (N = 24)	Status 2016-17 (N = 45)	1-Year Change	2-Year Change	2017-18 Target
District Performance	45	3.7%	0.0%	4.4%	+ 4.4	+ 0.7	9.4%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	16	20.0% (N = 5)	0.0% (N = 8)	0.0% (N = 16)	+ 0	- 20	5.2%
Hillsdale High	9	0.0% (N = 3)	0.0% (N = 2)	11.1% (N = 9)	+ 11.1	+ 11.1	15.8%
Mills High	4	0.0% (N = 1)	N/A (N = 0)	25.0% (N = 4)	N/A	+ 25	28.9%
Peninsula High	1	0.0% (N = 1)	0.0% (N = 2)	0.0% (N = 1)	+ 0	+ 0	5.2%
San Mateo High	15	0.0% (N = 17)	0.0% (N = 12)	0.0% (N = 15)	+ 0	+ 0	5.2%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

EL not in ELD

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	124	22.1% (N = 145)	20.4% (N = 108)	24.2% (N = 124)	+ 3.8	+ 2.1	29.2%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	16	14.3% (N = 14)	25.0% (N = 8)	6.3% (N = 16)	- 18.8	- 8	12.4%
Burlingame High	10	28.6% (N = 14)	30.0% (N = 10)	20.0% (N = 10)	- 10	- 8.6	25.3%
Capuchino High	18	31.0% (N = 29)	21.1% (N = 19)	38.9% (N = 18)	+ 17.8	+ 7.9	42.9%
Hillsdale High	13	19.0% (N = 21)	15.8% (N = 19)	30.8% (N = 13)	+ 15	+ 11.7	35.3%
Mills High	15	55.6% (N = 9)	35.3% (N = 17)	46.7% (N = 15)	+ 11.4	- 8.9	50.2%
Peninsula High	12	0.0% (N = 13)	0.0% (N = 14)	0.0% (N = 12)	+ 0	+ 0	6.6%
San Mateo High	40	17.8% (N = 45)	19.0% (N = 21)	22.5% (N = 40)	+ 3.5	+ 4.7	27.6%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Long-Term English Learners

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	51	N/A	N/A	9.8% (N = 51)	N/A	N/A	14.8%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	8	N/A	N/A	14.3% (N = 7)	N/A	N/A	19.0%
Burlingame High	3	N/A	N/A	0.0% (N = 4)	N/A	N/A	5.5%
Capuchino High	22	N/A	N/A	10.0% (N = 10)	N/A	N/A	15.0%
Hillsdale High	14	N/A	N/A	0.0% (N = 6)	N/A	N/A	5.5%
Mills High	1	N/A	N/A	50.0% (N = 2)	N/A	N/A	52.8%
Peninsula High	4	N/A	N/A	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	17	N/A	N/A	9.1% (N = 22)	N/A	N/A	14.1%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

Note: LTEL Data not available for 2014-15 and 2015-16.

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Reclassified English Proficient Students

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	506	73.3% (N = 430)	80.4% (N = 454)	76.3% (N = 506)	- 4.1	+ 3	81.3%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	68	82.8% (N = 64)	78.5% (N = 79)	72.1% (N = 68)	- 6.4	- 10.8	77.9%
Burlingame High	69	83.7% (N = 43)	89.8% (N = 49)	85.5% (N = 69)	- 4.3	+ 1.8	88.6%
Capuchino High	89	73.2% (N = 56)	83.6% (N = 61)	71.9% (N = 89)	- 11.7	- 1.3	77.8%
Hillsdale High	48	52.1% (N = 48)	83.3% (N = 48)	79.2% (N = 48)	- 4.2	+ 27.1	83.6%
Mills High	110	81.5% (N = 124)	91.5% (N = 94)	93.6% (N = 110)	+ 2.1	+ 12.2	95.0%
Peninsula High	10	16.7% (N = 12)	11.1% (N = 9)	10.0% (N = 10)	- 1.1	- 6.7	29.0%
San Mateo High	112	68.7% (N = 83)	71.1% (N = 114)	64.3% (N = 112)	- 6.8	- 4.4	71.8%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Economically Disadvantaged Students

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	435	56.1% (N = 353)	52.1% (N = 376)	48.5% (N = 435)	- 3.6	- 7.6	53.5%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	65	70.5% (N = 44)	75.4% (N = 57)	52.3% (N = 65)	- 23.1	- 18.1	56.9%
Burlingame High	23	55.6% (N = 18)	50.0% (N = 20)	56.5% (N = 23)	+ 6.5	+ 1	60.7%
Capuchino High	84	69.7% (N = 66)	54.2% (N = 72)	53.6% (N = 84)	- 0.6	- 16.1	58.1%
Hillsdale High	53	46.0% (N = 50)	48.9% (N = 47)	50.9% (N = 53)	+ 2	+ 4.9	55.7%
Mills High	56	81.3% (N = 48)	69.4% (N = 49)	75.0% (N = 56)	+ 5.6	- 6.3	77.4%
Peninsula High	29	12.5% (N = 24)	4.0% (N = 25)	13.8% (N = 29)	+ 9.8	+ 1.3	22.2%
San Mateo High	125	44.7% (N = 103)	43.4% (N = 106)	36.8% (N = 125)	- 6.6	- 7.9	42.9%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Homeless

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	4	71.4% (N = 7)	50.0% (N = 6)	50.0% (N = 4)	+ 0	- 21.4	55.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	1	100.0% (N = 3)	100.0% (N = 1)	100.0% (N = 1)	+ 0	+ 0	100.0%
Burlingame High	1	50.0% (N = 2)	25.0% (N = 4)	100.0% (N = 1)	+ 75	+ 50	100.0%
Capuchino High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	10.0%
Hillsdale High	0	N/A (N = 0)	100.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Mills High	0	100.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Peninsula High	0	0.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
San Mateo High	1	N/A (N = 0)	N/A (N = 0)	0.0% (N = 1)	N/A	N/A	10.0%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Foster Youth

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	4	83.3% (N = 6)	0.0% (N = 3)	50.0% (N = 4)	+ 50	- 33.3	55.0%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	2	100.0% (N = 3)	N/A (N = 0)	50.0% (N = 2)	N/A	- 50	55.0%
Burlingame High	0	N/A (N = 0)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Capuchino High	0	100.0% (N = 1)	0.0% (N = 1)	N/A (N = 0)	N/A	N/A	N/A
Hillsdale High	0	100.0% (N = 1)	N/A (N = 0)	N/A (N = 0)	N/A	N/A	N/A
Mills High	1	N/A (N = 0)	0.0% (N = 1)	0.0% (N = 1)	+ 0	N/A	N/A
Peninsula High	1	N/A (N = 0)	0.0% (N = 1)	0.0% (N = 1)	+ 0	N/A	10.0%
San Mateo High	1	0.0% (N = 1)	0.0% (N = 1)	100.0% (N = 1)	+ 100	+ 100	100.0%

**Students with SBAC-ELA Scores = All 11th graders who took the Smarter Balanced Assessment in the English/Language Arts content area and had a valid score.

1-Year change = 2016-17 Status - 2015-16 Status

2-Year change = 2016-17 Status - 2014-15 Status

San Mateo Union High School District

2017-18 LCAP Goal 2E.1 - Increase Number of 11th Graders Meeting or Exceeding Standard on SBAC-ELA

A 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.

Students with Disabilities

	Students with SBAC-ELA Scores** 2016-17	Status 2014-15	Status 2015-16	Status 2016-17	1-Year Change	2-Year Change	2017-18 Target
District Performance	156	19.5% (N = 159)	29.2% (N = 144)	25.6% (N = 156)	- 3.5	+ 6.1	30.6%
School	Students with Scores	Status	Status	Status	1-Year Change	2-Year Change	2017-18 Target
Aragon High	22	30.4% (N = 23)	33.3% (N = 24)	18.2% (N = 22)	- 15.2	- 12.3	23.7%
Burlingame High	20	29.4% (N = 17)	36.4% (N = 11)	35.0% (N = 20)	- 1.4	+ 5.6	39.4%
Capuchino High	27	12.5% (N = 24)	25.8% (N = 31)	33.3% (N = 27)	+ 7.5	+ 20.8	37.8%
Hillsdale High	26	14.3% (N = 35)	25.0% (N = 20)	26.9% (N = 26)	+ 1.9	+ 12.6	31.8%
Mills High	17	10.0% (N = 10)	17.6% (N = 17)	29.4% (N = 17)	+ 11.8	+ 19.4	34.2%
Peninsula High	7	0.0% (N = 11)	22.2% (N = 9)	42.9% (N = 7)	+ 20.6	+ 42.9	46.7%
San Mateo High	37	25.6% (N = 39)	37.5% (N = 32)	13.5% (N = 37)	- 24	- 12.1	19.3%

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1-Year change = 2016-17 Status - 2015-16 Status

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