

Introduction:

LEA: San Mateo Union High School District **Contact (Name, Title, Email, Phone Number):** Kevin Skelly, Ph.D, Superintendent, kskelly@smuhsd.org, 650-558-2200 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

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 8,500 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 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.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>Over the course of the 2016 School year, the SMUHSD Superintendent and staff convened meetings with parent and community groups that met 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 as well as internal stakeholders - certificated and classified staff. The groups consulted over the course of this past year included:</p> <ul style="list-style-type: none"> • 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 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. <p>[Sept. 2015—May 2016] 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 2015-18 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;] What follows is a list of those engagements with these key district-wide stakeholder groups:</p> <p>9/17/2015: Budget Task Force Meeting #1 with Deputy Superintendent Liz McManus.</p> <p>9/24/2015: Budget Task Force Meeting #2 with District Instruction Department staff to review plan.</p>	<p>1. These meetings convened by district leadership yielded broad endorsement of the actions and services outlined in the 2015-18 (current) and 2016-19 (new) 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 goals 2 [related to student achievement] and 3 [related to student social-emotional well-being]):</p> <p>Goal 2-related Input from Staff and LCAP Parent Advisory/EL Parent Advisory/Community representatives:</p> <ul style="list-style-type: none"> • The district needs to create a common instructional framework and aligned PD structures/ processes (including PLC's) that includes pedagogical & cultural responsiveness best practices and that is sufficiently differentiated for teachers. Such a document will guide the Instruction Department's Professional Development priorities • Given that the district has not (generally) made investments in 2010 CA Standards-aligned instructional materials, the district needs to develop an approach or design principles about instructional materials that matches its instructional framework (above) and ensures equitable access to content for all students • The district needs a Comprehensive plan for data and assessment that is aligned to the CA Standards and Next Generation Science Standards • The district needs 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) • The district needs to establish a set of clear CTE pathways that facilitate student career-readiness <p>Goal 3-related Input Input from Staff and LCAP Parent Advisory/EL Parent Advisory/Community representatives:</p> <ul style="list-style-type: none"> • The district needs to provide a more effective set of social emotional and mental health supports to students overall and among our unduplicated student groups.

10/6: Budget Task Force Meeting #3

10/8: Budget Task Force Meeting #4

- The District Instruction Department, which leads our LCAP effort, experienced a change in leadership in November/December 2015, and as a consequence, LCAP involvement activities were limited during this period. However, the work began again in earnest in the winter of 2016.

1/28/16: SMUHSD Board Meeting - LCAP Overview and update

2/11/16: SMUHSD Board Meeting - LCAP update - Goal 2 (Review of Student Achievement outcomes attainment)

3/10/16: SMUHSD Board Meeting - LCAP update - Goal 1 (Review of High Quality Learning environment outcomes attainment)

3/23/16 Industry Advisory Committee Meeting regarding Career Technical Education - LCAP Goals/actions reviewed

3/25/16-4/15/16 - District administered LCAP Parent Survey of all families in the district. The district garnered approximately 1100 responses from across all school sites to the survey. The survey also yielded approximately 350 responses from the families of Unduplicated Pupils.

4/21/16 SMUHSD Board Meeting - LCAP update - Goal 3 (Review of Engagement outcomes attainment)

4/27: April Budget Advisory Committee meeting

5/12/16 SMUHSD Board Meeting - LCAP update - support for unduplicated pupils (focus on English Learners). While this report was done via a written communication to the Board, the document summarized the key actions/services that the district is putting in place for these students as well as the ongoing need to re-double the district's/schools' efforts to accelerate their achievement.

6/9/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Public Hearing - District opened website for public comment before and after public hearing on

As a consequence of this stakeholder input, the goals and actions/services in the 2016-19 LCAP are significantly changed to address these newly codified concerns. As indicated above, details of these initiatives can be seen in Section 2 (2016-19 Plan) of this LCAP.

Draft LCAP and indicated via public document (on website, in writing) how issues/concerns raised by the broader community and the formal representative bodies (PAC/BAC; DELPAC/DELAC) were addressed by the Superintendent.

6/23/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Approval

District and site leadership facilitated the following meetings with site-based stakeholders:

2.1 [October 2015 – May 2016] Monthly Principal Advisory Committees, Student Council and Staff meetings; ELAC parent meetings [Data reports reviewed site specific achievement data including CAASPP, CELDT, EAP and graduation rates] reviewed LCAP-aligned School site plans. Explicit engagements regarding the LCAP occurred on the following dates:

3/21/16 District Leadership met with Hillsdale HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services

4/4/16 - District Leadership met with Mills HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services

4/4/16: District Leadership solicited virtual input from the Aragon HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services

4/11/16: District leadership met with San Mateo HS School Site Council to update them on LCAP purpose and Goals/Actions/Services

4/13/16: Burlingame HS School Advisory Committee/School Site Council to update them on LCAP purpose and Goals/Actions/Services

4/18/16: Capuchino HS SSC meeting to update them on LCAP purpose and Goals/Actions/Services

5/2/16: District Leadership met with San Mateo HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services

5/11/16: District Leadership met with Burlingame HS School Site Council to update them on LCAP purpose and Goals/Actions/Services

5/11/16 District Leadership met with Peninsula HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services

5/16/16: District Leadership met with Capuchino HS School Site Council to update them on LCAP purpose and Goals/Actions/Services

5/16/16 District Leadership met with Hillsdale HS Leadership Team to update them on LCAP purpose and Goals/Actions/Services

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 2015-16 - especially the Adelante Event held at SMHS on April 21, 2016. Actions and services have been expanded to include increased numbers of families participating in PIQE workshops as well.

2.2 SPSAs presented to the Board in December 2015 included SMART goals aligned to LCAP. Feedback garnered from the board and public comments. Nothing substantive was offered.

2.2. [September 2015—May 2016] In addition, general School Site Council meetings convened by site administrators included LCAP on agenda for explanation; Department Chair Meetings; site Latino Parents' groups—reviewed questions and discussed progress on actions & services identified for Year One of the LCAP with recommendations for continued actions. [Data reports: site specific achievement data including CELDT, CAHSEE, EAP, AP/IB Exam results, and graduation rates]

3. [October 2015—May 2016 6 meetings] The District English Language Advisory Committee (DELAC) meets monthly and acts as the SMUHSD LCAP English Learner Parent Advisory. Beginning in the fall of 2015, the SMUHSD Manager of EL and Compliance facilitated a series of meetings with the DELAC 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. The key engagement with the DELAC regarding the LCAP was at its meeting on 3/23/16 where the LCAP was reviewed and feedback/input garnered.

3. DELAC/EL Parent Advisory provided input for the Annual Update on 3/23/16 (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:

Academic Program:

- Additional class options (electives) for English Learner students
- Survive your first year of high school in the United States
- Life Skills in the U.S.
- Technology classes
- Electives that are more accessible to ELs
- Smaller class size for ELD and Sheltered content classes
- Strengthen tutoring for English Learner students
- LAB time after school to continue improving English skills
- Formal orientation for newcomer students and parents
- Continue to monitor EL student progress and focus on early academic intervention

Parent Engagement & Outreach:

- Full-time Parent Involvement Coordinators at more school sites
- More social opportunities for English learner students and their parents to get together with mainstream students to celebrate, socialize and build community
- Parent centers at the school sites or District Office

4. [August 2015—June 2016] Monthly meetings with District leadership--- 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 SMUHSD Board has affirmed that the existing Budget Advisory Committee (BAC) operates as the LCAP Parent Advisory (it meets the LCAP

- More Parent workshops especially for parents of freshman
- Workshops that discuss social issues, navigating the U.S. school system, using school loop and programs like Naviance, topics of teen mental health, etc.

The district has integrated some of these ideas into the 2016-19 LCAP. Specifically, the emphasis on more paid time for Parent Involvement Coordinators and more after school and in-school tutoring support for students.

4. Monthly Leadership meetings review the eight State priorities and alignment with site goals as outlined in SPSAs and WASC mid-term reviews for 2014-15. 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 site plans including both SPSAs and WASC mid-term reports for spring 2015. 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. BAC input affirmed the progress on Year 1 Actions and services with recommendations to continue and/or in these areas:

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. An initial meeting on April 27, 2016 was convened of the BAC and at the meeting, the BAC reviewed the 2015-18 LCAP goals, actions and services, and included student voice, parents and community representatives. BAC reviewed and made final comments on the draft goals and outcomes of the 2016-19 LCAP on May 11, 2016.

6. CTA [April 27,2015] /CSEA [April 12, 2015]Leadership—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 participate in site-level meetings; i.e., School Site Council, ELAC, advisory committees, WASC reviews fall to spring

7. The district met with the Associated Student Body presidents from all seven school sites on April 21st and May 12, informed them of the purpose/function of the LCAP and solicited input about the Goals and outcomes via a survey.

- 5.1. Include parents and students as partners in the actions and services outlined in District Goal 3
- 5.2. Stretch goals to challenge students to aspire to exceed expectations vs. just meeting them
- 5.3. Support for Technology investments
- 5.4. Engage students proactively in reviewing plan progress and goal checkpoints earlier in the LCAP reflection and review cycle
- 5.5. Early intervention is important—include articulation at 8th grade level or earlier
- 5.6. Student engagement should be measured in participation in clubs, activities and community service
- 5.7 Expand parent education in supporting their children’s academic and other specialized needs for success at school

6.1. CTA recommended 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

Students indicated broad endorsement of the proposed 2016-19 Goals and outcomes and applauded the district's new mental health initiative. They also indicated continued need for more student-counselor engagement at some sites.

Annual Update:

Existing structures have been instrumental in refinement "life cycle of LCAP" for required reflection, adaptation, and growth for SMUHSD. As a high school district with its rotation of 9th--12th grade students and their parents, established advisory groups contribute to continuity. Gaps in outreach and inclusion of all stakeholder voices are recognized and in subsequent years of LCAP review, both district leadership and site administration will engage in activities like student leadership and affinity focus groups as well as more comprehensive surveys specifically aligned to LCAP actions and services.

This LCAP does not differentiate between stakeholder engagement broadly (reviewed in the section above) and the process of Annual Update. The key stakeholder engagements that encompassed the receiving and annual update on outcomes and soliciting input on the future plan are as follows:

9/17/2015: Budget Task Force Meeting #1 with Deputy Superintendent Liz McManus.

9/24/2015: Budget Task Force Meeting #2 with District Instruction Department staff to review plan.

10/6: Budget Task Force Meeting #3

10/8: Budget Task Force Meeting #4

- The District Instruction Department, which leads our LCAP effort, experienced a change in leadership in November/December 2015, and as a consequence, LCAP involvement activities were limited during this period. However, the work began again in earnest in the winter of 2016.

1/28/16: SMUHSD Board Meeting - LCAP Overview and update

2/11/16: SMUHSD Board Meeting - LCAP update - Goal 2 (Review of Student Achievement outcomes attainment)

3/10/16: SMUHSD Board Meeting - LCAP update - Goal 1 (Review of High Quality Learning environment outcomes attainment)

Annual Update:

The district generally integrated update information with its engagement process. As a consequence, much of the Annual Update issues are covered extensively in the "involvement process" above.

Stakeholder involvement has validated some of the 2015-16 actions and services with overall positive input and endorsement of the goals.

Stakeholders continue to be concerned with the achievement gaps between unduplicated pupils and their historically high-achieving counterparts on many of the measures shared during annual updates. They pushed the district to continue redress the differentials in outcomes.

The focus on three broad goals as developed in the initial LCAP process has been affirmed as well. The reflections from these diverse groups has supported the Annual Update and adaptation of the 2016-19 LCAP with revisions and refinement indicated on the subsequent pages of this document.

3/23/16 Industry Advisory Committee Meeting regarding Career Technical Education - LCAP Goals/actions reviewed

4/21/16 SMUHSD Board Meeting - LCAP update - Goal 3 (Review of Engagement outcomes attainment)

4/27: April Budget Advisory Committee meeting

5/12/16 SMUHSD Board Meeting - LCAP update - support for unduplicated pupils (focus on English Learners). While this report was done via a written communication to the Board, the document summarized the key actions/services that the district is putting in place for these students as well as the ongoing need to re-double the district's/schools' efforts to accelerate their achievement.

6/9/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Public Hearing

6/21/16 SMUHSD Board Meeting - 2016-19 LCAP and Budget Approval

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<p>GOAL 1:</p>	<p>SMUHSD will provide High Quality Teaching and Learning environments to all students by:</p> <ol style="list-style-type: none"> 1. Providing 21st Century facilities and learning tools (digital and analog) to all students 2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development 3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify <u>LEA Plan 1a,1b; 3; 5a,5b</u></p>
<p>Identified Need :</p>	<p>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:</p> <ol style="list-style-type: none"> 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. 	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups:</p>	<p>All students including under-performing sub-groups and targeted populations: Low Income, English Learners, Foster Youth, Homeless and RFEP.</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<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) annually and be monitored via quarterly reports to the Board of Education.</p> <p>B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime.</p> <p>C. Access to technology: All students will have daily (one-to-one) access to digital technology in at least one of their core courses as evidenced by teacher reporting in survey and Bright Bytes survey data regarding student "Access."</p> <p>D. Access to Digital and analog Instructional Materials: All students will have weekly access to non-fiction digital content that is engaging, rigorous and relevant as evidenced by analytics data provided by NEWSELA software and Bright Bytes survey data. District will establish benchmarks on the frequency of access during 2016-17 school year.</p> <p>E. Effective Professional Development for Certificated Staff: Teachers and Administrators will continue to be satisfied by the quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of certificated staff who attend).</p> <p>F. Effective Professional Development for Classified Staff: Classified Staff (administrative and business/facilities support staff) will continue to be satisfied by quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of classified staff who attend)</p> <p>G. Student access & enrollment in all required areas of study: 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. In addition, the district will increase the overall percentage of students enrolled in 2-course Career Technical Education pathway.</p> <ul style="list-style-type: none"> • 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 by 10% • CTE Enrollment Goal (local measure): increase overall percentage of students enrolled in two-year sequence from 12.75% currently to 15%; increase of EL, Low-income, Foster/Homeless Youth by 5% ("Other Local Measure") <p>H. Programs & services that enable ELs and LTEL students to access core standards including ELD: The district will increase by 5% the overall number of 10th grade students "on track" (having completed at least 115 credits) and 10% the overall number of 10th grade English Learner and Long-term English Learner students "on track" (having completed 115 units).</p> <p>I. Programs & services that enable low income students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. ("Other Local Measure")</p> <p>J. Programs & services that enable Foster Youth and Homeless students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation. ("Other Local Measure")</p> <p>K. Equitable access to academic counseling services - The district will establish a baseline and then develop a methodology for tracking the equitable distribution of counselor time working with student subgroups (as evidenced by annual inventory of monthly counselor contacts with students). ("Other Local Measure")</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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:	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1A. Highly-qualified certificated staff (administrators and teachers) 1000-1999: Certificated Personnel Salaries Base \$49,659,361.00

<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 (including FACILITIES) the ensure the efficient operation of the district on a day-to-day basis.</p> <p>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.</p>		<p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1B. High quality Guidance Counseling staff. 1000-1999: Certificated Personnel Salaries Base \$3,995,000</p> <p>1C. High quality classified staff. 2000-2999: Classified Personnel Salaries Base \$16,611,985.54</p> <p>1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base \$21,987,157.84</p> <p>1E. High quality instructional materials for all students. 4000-4999: Books And Supplies Base \$4,170,106.46</p> <p>1F. Services and other Operating Expenditures. 5000-5999: Services And Other Operating Expenditures Base \$11,957,760.54</p> <p>1G. District Technology Infrastructure [Goal 9160] 0000: Unrestricted Base \$2,773,394</p>
<p>2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B):</p> <p>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</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base \$15,000</p> <p>2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$5,000</p> <p>2C. Instructional Coaching Program [Goal: 1723] 1000-1999: Certificated Personnel Salaries Base \$950,000</p> <p>2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000</p>

<p>rigorous listening/speaking and reading/writing demands of the CA Standards.</p> <p>B. 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.</p> <p>C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 200 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2016, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program.</p> <p>D. Development and implementation of "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program.</p> <p>E. Continue to provide and support Professional Development Coordinators at the district and site levels.</p> <p>F. Support four district-wide professional development Days (student release):</p> <ul style="list-style-type: none"> • Monday, August 15, 2016: School site priorities focused (all day) • Monday, October 10, 2016: Curriculum Councils/Departments (all day) • Monday, February 6, 2017: School site priorities focused (all day) • Monday, April 24, 2017: District-wide Teaching and Learning Academy (all day) 			<p>2E. District and Site PD Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$332,200</p> <p>2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>
<p>3. Implement the SMUHSD Classified Professional Development Plan:</p> <p>A. Training for all district classified staff at 4 professional development days:</p> <ul style="list-style-type: none"> • August 15, 2016 • October 10, 2016 • February 6, 2017 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>3A. Classified Professional Development [Goal 9638] 5800: Professional/Consulting Services And Operating Expenditures Base \$251,087</p>

<ul style="list-style-type: none"> • April 24, 2017 <p>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.</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Implement the SMUHSD Instructional Technology plan:</p> <p>A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (49 new carts to be procured in 2016-17 school year)</p> <p>B. Pilot implementation of new Learning Management System (LMS - Canvas) with all certificated staff for professional development. Begin investigation of uses with students for roll out in 2017-18 school year.</p> <p>C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4A. Computer Carts (49 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Base \$450,000</p> <p>4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base \$50,000</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$332,200</p>
<p>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 including Foster Youth, Homeless and Low income Pupils.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B</p>

<p>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.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7. EL Specialists [Goal 1760] 2000-2999: Classified Personnel Salaries Base \$140,000</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base \$150,000</p>
<p>9. Provide site-based professional development at each school site.</p> <p>A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base \$120,000</p>

LCAP Year 2: 2017 - 18

<p>Expected Annual Measurable Outcomes:</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) annually and be monitored via quarterly reports to the Board of Education.</p> <p>B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime.</p> <p>C. Access to technology: All students will have daily (one-to-one) access to digital technology in at least one of their core courses as evidenced by teacher reporting in survey and Bright Bytes survey data regarding student "Access."</p> <p>D. Access to Digital and analog Instructional Materials: All students will have weekly access to non-fiction digital content that is engaging, rigorous and relevant as evidenced by analytics data provided by NEWSELA software and Bright Bytes survey data. District will establish benchmarks on the frequency of access during 2016-17 school year.</p> <p>E. Effective Professional Development for Certificated Staff: Teachers and Administrators will continue to be satisfied by the quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of certificated staff who attend).</p> <p>F. Effective Professional Development for Classified Staff: Classified Staff (administrative and business/facilities support staff) will continue to be satisfied by quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of classified staff who attend)</p> <p>G. Student access & enrollment in all required areas of study: 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. In addition, the district will increase the overall percentage of students enrolled in 2-course Career Technical Education pathway.</p> <ul style="list-style-type: none"> • 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 by 10% • CTE Enrollment Goal: increase overall percentage of students enrolled in two-year sequence from 12.75% currently to 15%; increase of EL, Low-income, Foster/Homeless Youth by 5% <p>H. Programs & services that enable ELs and LTEL students to access core standards including ELD: The district will increase by 5% the overall number of 10th grade students "on track" (having completed at least 115 credits) and 10% the overall number of 10th grade English Learner and Long-term English Learner students "on track" (having completed 115 units).</p> <p>I. Programs & services that enable low income students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation.</p> <p>J. Programs & services that enable foster youth and Homeless students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation.</p> <p>K. Equitable access to academic counseling services - The district will establish a baseline and then develop a methodology for tracking the equitable distribution of counselor time working with student subgroups (as evidenced by annual inventory of monthly counselor contacts with students).</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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:	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1A. Highly-qualified certificated staff (administrators and teachers) 1000-1999: Certificated Personnel Salaries Base \$49,659,361.00

<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 operation of the district on a day-to-day basis.</p> <p>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.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>1B. High quality Guidance Counseling staff. 1000-1999: Certificated Personnel Salaries Base \$3,995,000</p> <p>1C. High quality classified staff. 2000-2999: Classified Personnel Salaries Base \$16,611,985.54</p> <p>1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base \$21,987,157.84</p> <p>1E. High quality instructional materials for all students. 4000-4999: Books And Supplies Base \$4,170,106.46</p> <p>1F. Services and other Operating Expenditures. 5000-5999: Services And Other Operating Expenditures Base \$11,957,760.54</p> <p>1G. District Technology Infrastructure [Goal 9160] 0000: Unrestricted Base \$2,773,394</p>
<p>2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B):</p> <p>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</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base \$15,000</p> <p>2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$5,000</p> <p>2C. Instructional Coaching Program [Goal: 1723] 1000-1999: Certificated Personnel Salaries Base \$950,000</p> <p>2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000</p>

<p>rigorous listening/speaking and reading/writing demands of the CA Standards.</p> <p>B. 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.</p> <p>C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 200 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2016, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program.</p> <p>D. Development and implementation of "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program.</p> <p>E. Continue to provide and support Professional Development Coordinators at the district and site levels.</p> <p>F. Support four district-wide professional development Days (student release):</p> <ul style="list-style-type: none"> • Monday, August 15, 2016: School site priorities focused (all day) • Monday, October 10, 2016: Curriculum Councils/Departments (all day) • Monday, February 6, 2017: School site priorities focused (all day) • Monday, April 24, 2017: District-wide Teaching and Learning Academy (all day) 			<p>2E. District and Site PD Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$332,200</p> <p>2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>
<p>3. Implement the SMUHSD Classified Professional Development Plan:</p> <p>A. Training for all district classified staff at 4 professional development days:</p> <ul style="list-style-type: none"> • August 15, 2016 • October 10, 2016 • February 6, 2017 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$251,087</p>

<ul style="list-style-type: none"> April 24, 2017 <p>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.</p>		<p><u>Other Subgroups:</u> (Specify)</p>	
<p>4. Implement the SMUHSD Instructional Technology plan:</p> <p>A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (49 new carts to be procured in 2016-17 school year)</p> <p>B. Pilot implementation of new Learning Management System (LMS - Canvas) with all certificated staff for professional development. Begin investigation of uses with students for roll out in 2017-18 school year.</p> <p>C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>SWD</u></p>	<p>4A. Computer Carts (49 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Base \$450,000</p> <p>4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base \$50,000</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$332,200</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B</p>

<p>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.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7. EL Specialists [Goal 1760] 2000-2999: Classified Personnel Salaries Base \$140,000</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base \$150,000</p>
<p>9. Provide site-based professional development at each school site.</p> <p>A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base \$120,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

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) annually and be monitored via quarterly reports to the Board of Education.

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

C. Access to technology: All students will have daily (one-to-one) access to digital technology in at least one of their core courses as evidenced by teacher reporting in survey and Bright Bytes survey data regarding student "Access."

D. Access to Digital and analog Instructional Materials: All students will have weekly access to non-fiction digital content that is engaging, rigorous and relevant as evidenced by analytics data provided by NEWSELA software and Bright Bytes survey data. District will establish benchmarks on the frequency of access during 2016-17 school year.

E. Effective Professional Development for Certificated Staff: Teachers and Administrators will continue to be satisfied by the quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of certificated staff who attend).

F. Effective Professional Development for Classified Staff: Classified Staff (administrative and business/facilities support staff) will continue to be satisfied by quality and impact of the training that they receive (as evidenced by participant evaluations completed at trainings and common satisfaction question to be administered on all training evaluations). In addition, this outcome will be measured (after this year when a baseline will be established) regarding participation in District-wide PD Days (increases in the number of classified staff who attend)

G. Student access & enrollment in all required areas of study: 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. In addition, the district will increase the overall percentage of students enrolled in 2-course Career Technical Education pathway.

- 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 by 10%
- CTE Enrollment Goal: increase overall percentage of students enrolled in two-year sequence from 12.75% currently to 15%; increase of EL, Low-income, Foster/Homeless Youth by 5%

H. Programs & services that enable ELs and LTEL students to access core standards including ELD: The district will increase by 5% the overall number of 10th grade students "on track" (having completed at least 115 credits) and 10% the overall number of 10th grade English Learner and Long-term English Learner students "on track" (having completed 115 units).

I. Programs & services that enable low income students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation.

J. Programs & services that enable foster youth and Homeless students to access core standards: The district will increase by 10% the overall number of 10th grade Low-income students "on track" (having completed 115 units) for graduation.

K. Equitable access to academic counseling services - The district will establish a baseline and then develop a methodology for tracking the equitable distribution of counselor time working with student subgroups (as evidenced by annual inventory of monthly counselor contacts with students).

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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:	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	1A. Highly-qualified certificated staff (administrators and teachers) 1000-1999: Certificated Personnel Salaries Base \$49,659,361.00

<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 operation of the district on a day-to-day basis.</p> <p>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.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>1B. High quality Guidance Counseling staff. 1000-1999: Certificated Personnel Salaries Base \$3,995,000</p> <p>1C. High quality classified staff. 2000-2999: Classified Personnel Salaries Base \$16,611,985.54</p> <p>1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base \$21,987,157.84</p> <p>1E. High quality instructional materials for all students. 4000-4999: Books And Supplies Base \$4,170,106.46</p> <p>1F. Services and other Operating Expenditures. 5000-5999: Services And Other Operating Expenditures Base \$11,957,760.54</p> <p>1G. District Technology Infrastructure [Goal 9160] 0000: Unrestricted Base \$2,773,394</p>
<p>2. Implement SMUHSD Certificated Professional Development Plan (aligned to Goal 1B):</p> <p>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</p>	<p>LEA-wide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>2A. Instructional Framework PD for various Staff [Goal: 9120] 1000-1999: Certificated Personnel Salaries Base \$15,000</p> <p>2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$5,000</p> <p>2C. Instructional Coaching Program [Goal: 1723] 1000-1999: Certificated Personnel Salaries Base \$950,000</p> <p>2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base \$40,000</p>

<p>rigorous listening/speaking and reading/writing demands of the CA Standards.</p> <p>B. 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.</p> <p>C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with 200 teachers on formal evaluation (both probationary and veteran teachers). Ultimately, by March 2016, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the long-term structure/process of the IC program.</p> <p>D. Development and implementation of "New Teacher" Professional Development program that includes PD on Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program.</p> <p>E. Continue to provide and support Professional Development Coordinators at the district and site levels.</p> <p>F. Support four district-wide professional development Days (student release):</p> <ul style="list-style-type: none"> • Monday, August 15, 2016: School site priorities focused (all day) • Monday, October 10, 2016: Curriculum Councils/Departments (all day) • Monday, February 6, 2017: School site priorities focused (all day) • Monday, April 24, 2017: District-wide Teaching and Learning Academy (all day) 			<p>2E. District and Site PD Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$332,200</p> <p>2F. District-wide PD Days [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$100,000</p>
<p>3. Implement the SMUHSD Classified Professional Development Plan:</p> <p>A. Training for all district classified staff at 4 professional development days:</p> <ul style="list-style-type: none"> • August 15, 2016 • October 10, 2016 • February 6, 2017 	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$251,087</p>

<ul style="list-style-type: none"> • April 24, 2017 <p>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.</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Implement the SMUHSD Instructional Technology plan:</p> <p>A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (49 new carts to be procured in 2016-17 school year)</p> <p>B. Pilot implementation of new Learning Management System (LMS - Canvas) with all certificated staff for professional development. Begin investigation of uses with students for roll out in 2017-18 school year.</p> <p>C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4A. Computer Carts (49 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Base \$450,000</p> <p>4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base \$50,000</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$332,200</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6. Academic counselor expenditures captured in Goal 1 - Action/Service #1B</p>

<p>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.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7. EL Specialists [Goal 1760] 2000-2999: Classified Personnel Salaries Base \$140,000</p>
<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Base \$150,000</p>
<p>9. Provide site-based professional development at each school site.</p> <p>A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base \$120,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LEAP:</u> <u>1a,1b,2a,2b,2c,5a,5b,5c</u>
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Identified Need :	Through extensive review of overall and student subgroup grade, GPA, A-G readiness, Graduation Rate and CAASPP results (from the first administration in the spring of 2015), 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 creation of 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 undeserved 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 our 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 schemes at all of our school sites. This plan aims to take on those gaps more directly and intentionally - with both programs of support and intervention, but also with new initiatives to shore up the systems of support that are in place in the district.
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Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: All students including underperforming subgroups.
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>The API was formerly a required metric, but is no longer being calculated, and therefore no longer required.</p> <p>A- Improving A-G Completion: All students from 57% in 2014 to 72% for Class of 2019 (15% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 10%, the number of Latino, Low-income, Foster/Homeless Youth and English Learner students completing A-G course sequence.</p> <p>B- Reduction in D/F Rates: Reduce Fall Semester D/F rates by school and subgroup - The district will decrease by 10% the overall number of 9th grade students receiving "D or F" grades in English I/II and Algebra I/Geometry at all sites and in all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students ("Other Local Measure")</p> <p>C- GPA improvement: The district will Increase by 10% percent the number of LTEL, Latino, SED, and EL students with a grade point average over 2.0. ("Other Local Measure")</p> <p>D- Increased AP/IB Readiness and Enrollment: Continue AP,IB, PSAT and SAT excellence while increasing participation rates: 5% increase in number of under-represented subgroups enrolled in AP/IB Classes in 2016-2017; 5% increase in number of under-represented students taking AP/IB exams in 2015-2016; 95% of all 10th and 11th grade students will take PSAT in 2016-17</p> <p>E- CAASPP Improvement: District 11th grade students will show a 5% Increase overall in the number of students meeting standard on the CAASPP-ELA and Math assessment overall, and decrease by 10% the number of students not "meeting standard" among high-priority subgroups.</p> <p>F. PSAT Improvement: The district will show a 5% increase in the overall number of students who are "on track" for SAT success and will decrease by 10% the number of Latino, Low-income, Foster/Homeless Youth and English Learner students not "on track" (year over year)</p> <p>G. Scholastic Reading Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results ("Other Local Measure")</p>
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- H. Scholastic Math Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results ("Other Local Measure")
- I - English Learner Achievement: Meet all Annual Measurable Academic Objectives (AMAO's) for English Learners (EL's): (817 Annual CELDT test takers)
 - AMAO 1: The number of EL's making at least one year of growth on the CA English Language Development Test (CELDT) - Target: 63.5%
 - AMAO 2a: The number of EL's (in the US less than 5 years) who are English proficient (Re-classification) - Target: 26.7%
 - AMAO-2b: The number of EL's (in the US more than 5 years) who are English Proficient (Re-classification) - Target: 54.7%
 - AMAO 3: The number of EL 11th graders meeting or exceeding the standards on the CAASPP Assessment - 23% in 2015-16 - Target: Decrease by 10% the number of students not meeting standard
 - Graduation Rate for EL's:82.9% (2014-15)
- J - Drop out rates: Decrease dropout rates overall (from 6.6% in 2014-15) and among subgroups:
 - Decrease Hispanic/Latino drop-out rate from 13.0 to 10.0
 - Decrease African American drop-out rate from 18.5 to 10.0
 - Decrease Pacific Islander drop-out rate from 8.6 to 5.0
 - Decrease English Learner drop-out rate from 14.3 to 10.0
 - Decrease Low-income student drop-out rate from 11.4 to 8.0
- K - Graduation Rates: Increase graduation rates overall and among key subgroups
 - Increase overall graduation rate from 91.6% to 93%
 - Increase Hispanic/Latino graduation rate from 84.5% to 88%
 - Increase Pacific Islander graduation rate from 89.7 to 93%
 - Increase African American graduation rate from 77.8% to 85%
 - Increase Low-income student graduation rate from 85.8 to 89%
- L - Decrease in Significant-Disproportionality (SIG-DIS) in SPED: ("Other Local Measure")
 - Decrease in initial referrals for special education; Decrease in overall percentage of students in Special Education among key subgroups (ensure that proportion is equal to that of all subgroups and district averages):
 - (African American Specific Learning Disability; Latino students with Emotional Disturbance; White students with Emotional Disturbance); Increase in number of students receiving interventions in general education.
- M - CTE Pathways:
 - Increase from 12.75% (to 15%), the number of students successfully completing a CTE pathway.
 - Increase by 5% the number of students who matriculate into a community college or job in line with their CTE Pathway.
 - Increase by 5% the number of graduating seniors who complete CTE pathway.
- N. Percentage of students demonstrating college preparedness (as evidenced being "ready" on the Early Assessment Program exam)
 - The District's 11th grade students will show a 5% Increase overall in the number of students "ready" on the EAP/CAASPP, and decrease by 10% the number of students not "not yet ready/not ready" among high-priority subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
SMUHSD's Goal 2 is focused on improving student attainment of the CA Standards (2010). Much of the PD outlined below are principally focused on our CA Standards implementation efforts.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1A. CA Standards-aligned Math materials pilot [Goal 9120] 4000-4999: Books And Supplies Base \$50,000 1A .6 FTE math Coordinator release [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$70,000

<p>1. Refine core courses and invest in CA Standards-aligned instructional materials:</p> <p>A. Provide and support a math Coordinator who leads Council and new materials piloting and procurement process.</p> <p>B. Provide and support an English coordinator who leads Council and establishes/ensures common course expectations aligned to new 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</p> <p>C. Provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned course descriptions, 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.</p> <p>D. Provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on impending 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.</p> <p>E. 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</p>		<p>_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>1B. .4 FTE English Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1C. .4 FTE Science Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1D. Social science Coordinator [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$8,000</p> <p>1E. .6 FTE ELD Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Supplemental \$45,000</p> <p>1F. .4 FTE CTE Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1G. Other Technical Subjects Coordinators [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$72,000</p>
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<p>integrated/designated English Language Development for ELD and ELD content area teachers.</p> <p>F. Provide and support a CTE Coordinator to lead the Council, address compliance issue for Career Technical Education and facilitate the process of a comprehensive CTE plan for the SMUHSD.</p> <p>G. Provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils:</p> <ul style="list-style-type: none"> • Health • Guided Studies • OSCR • Social Science • VAPA, Science • World Language • Science Curriculum Developers 			
<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 - either taken directly from the CAASPP Interim Assessment platform or created by SMUHSD teachers.</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 grade students.</p> <p>D. Investigate, evaluate and procure effective resources for digital formative assessment</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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] 1000-1999: Certificated Personnel Salaries 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 \$15,000</p>

<p>3. Continue to implement intervention/support/English Language Development programs for students:</p> <p>A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites.</p> <p>B. Continue to provide English Language Development to students learning English.</p> <p>C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.</p> <p>D. Continue to implement the On-Site Credit Recovery (OSCR Program).</p> <p>E. Summer School Credit Recovery Program.</p> <p>F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.</p> <p>G. Continue to provide EL Specialists to support the academic needs of EL's</p> <p>H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)</p> <p>I. Continue to provide after school tutoring options for students in need.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$2,525,200</p> <p>3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$1,650,000</p> <p>3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] 1000-1999: Certificated Personnel Salaries Base \$300,000</p> <p>3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base \$120,000</p> <p>3E. Summer School 1000-1999: Certificated Personnel Salaries Base \$335,000</p> <p>3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes 1000-1999: Certificated Personnel Salaries Base \$330,000</p> <p>3G. EL Specialist Support Staff (7) [Goal 9640] 2000-2999: Classified Personnel Salaries Base \$248,889</p> <p>3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base \$50,000</p> <p>3I. After school Tutoring [Goal 9640] 0001-0999: Unrestricted: Locally Defined Base \$120,000</p>
<p>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:</p> <p>A. Hiring and providing an MTSS/SPED Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base \$136,000</p> <p>4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000</p>

<p>B. Consulting support from external consultant to support the process of MTSS planning and implementation.</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. District will facilitate a process of program design that reflects 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>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III \$20,000</p> <p>5C. No additional expenditure needed for this action/service.</p> <p>5D. No additional expenditure needed for this action/service.</p>

LCAP Year 2: 2017 - 18

<p>Expected Annual Measurable Outcomes:</p>	<p>A- Improving A-G Completion: All students from 57% in 2014 to 72% for Class of 2019 (15% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 10%, the number of Latino, Low-income, Foster/Homeless Youth and English Learner students completing A-G course sequence.</p> <p>B- Reduction in D/F Rates: Reduce Fall Semester D/F rates by school and subgroup - The district will decrease by 10% the overall number of 9th grade students receiving "D or F" grades in English I/II and Algebra I/Geometry at all sites and in all subgroups</p> <p>C- GPA improvement: The district will increase by 10% percent the number of LTEL, Latino, SED, and EL students with a grade point average over 2.0.</p> <p>D- Increased AP/IB Readiness and Enrollment: Continue AP,IB, PSAT and SAT excellence while increasing participation rates: 5% increase in number of under-represented subgroups enrolled in AP/IB Classes in 2016-2017; 5% increase in number of under-represented students taking AP/IB exams in 2015-2016; 95% of all 10th and 11th grade students will take PSAT in 2016-17</p> <p>E- CAASPP Improvement: District 11th grade students will show a 5% Increase overall in the number of students meeting standard on the CAASPP-ELA and Math assessment overall, and decrease by 10% the number of students not "meeting standard" among high-priority subgroups.</p> <p>F. PSAT Improvement: The district will show a 5% increase in the overall number of students who are "on track" for SAT success and will decrease by 10% the number of Latino, Low-income, Foster/Homeless Youth and English Learner students not "on track" (year over year)</p> <p>G. Scholastic Reading Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results</p>
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- H. Scholastic Math Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results
- I - English Learner Achievement: Meet all Annual Measurable Academic Objectives (AMAO's) for English Learners (EL's): (817 Annual CELDT test takers)
 - AMAO 1: The number of EL's making at least one year of growth on the CA English Language Development Test (CELDT) - Target: 60.5% (2014-15)
 - AMAO 2a: The number of EL's (in the US less than 5 years) who are English proficient - Target: 24.2% (2014-15)
 - AMAO-2b: The number of EL's (in the US more than 5 years) who are English Proficient - Target: 50.9% (2014-15)
 - AMAO 3: The number of EL 11th graders meeting or exceeding the standards on the CAASPP Assessment - 23% in 2015-16 - Target: Decrease by 10% the number of students not meeting standard
 - Graduation Rate for EL's:82.9% (2014-15)
- J - Drop out rates: Decrease dropout rates overall (from 6.6% in 2014-15) and among subgroups:
 - Decrease Hispanic/Latino drop-out rate from 13.0 to 10.0
 - Decrease African American drop-out rate from 18.5 to 10.0
 - Decrease Pacific Islander drop-out rate from 8.6 to 5.0
 - Decrease English Learner drop-out rate from 14.3 to 10.0
 - Decrease Low-income student drop-out rate from 11.4 to 8.0
- K - Graduation Rates: Increase graduation rates overall and among key subgroups
 - Increase overall graduation rate from 91.6% to 93%
 - Increase Hispanic/Latino graduation rate from 84.5% to 88%
 - Increase Pacific Islander graduation rate from 89.7 to 93%
 - Increase African American graduation rate from 77.8% to 85%
 - Increase Low-income student graduation rate from 85.8 to 89%
- L - Decrease in Significant-Disproportionality (SIG-DIS) in SPED:
 - Decrease in initial referrals for special education; Decrease in overall percentage of students in Special Education among key subgroups (ensure that proportion is equal to that of all subgroups and district averages):
 - (African American Specific Learning Disability; Latino students with Emotional Disturbance; White students with Emotional Disturbance); Increase in number of students receiving interventions in general education.
- M - CTE Pathways:
 - Increase from 12.75% (to 15%), the number of students successfully completing a CTE pathway.
 - Increase by 5% the number of students who matriculate into a community college or job in line with their CTE Pathway.
 - Increase by 5% the number of graduating seniors who complete CTE pathway.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Refine core courses and invest in CA Standards-aligned instructional materials: A. Provide and support a math Coordinator who leads Council and new materials piloting and procurement process.	LEA-wide	X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1A. CA Standards-aligned Math materials pilot [Goal 9120] 4000-4999: Books And Supplies Base \$50,000 1A .6 FTE math Coordinator release [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$70,000 1B. .4 FTE English Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000

<p>B. Provide and support an English coordinator who leads Council and establishes/ensures common course expectations aligned to new 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</p> <p>C. Provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned course descriptions, 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.</p> <p>D. Provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on impending 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.</p> <p>E. 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.</p> <p>F. Provide and support a CTE Coordinator to lead the Council, address compliance issue for Career Technical Education and facilitate the process of a comprehensive CTE plan for the SMUHSD.</p>		<p>_ Other Subgroups: (Specify)</p>	<p>1C. .4 FTE Science Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1D. Social science Coordinator [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$8,000</p> <p>1E. .6 FTE ELD Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Supplemental \$45,000</p> <p>1F. .4 FTE CTE Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1G. Other Technical Subjects Coordinators [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$72,000</p>
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<p>G. Provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils:</p> <ul style="list-style-type: none"> • Health • Guided Studies • OSCR • Social Science • VAPA, Science • World Language • Science Curriculum Developers 			
<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 - either taken directly from the CAASPP Interim Assessment platform or created by SMUHSD teachers.</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 grade students.</p> <p>D. Investigate, evaluate and procure effective resources for digital formative assessment</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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] 1000-1999: Certificated Personnel Salaries 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 \$15,000</p>
<p>3. Continue to implement intervention/support/English Language Development programs for students:</p> <p>A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites.</p> <p>B. Continue to provide English Language Development to students learning English.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$2,525,200</p> <p>3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$1,650,000</p> <p>3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] 1000-1999: Certificated Personnel Salaries Base \$300,000</p>

<p>C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.</p> <p>D. Continue to implement the On-Site Credit Recovery (OSCR Program).</p> <p>E. Summer School Credit Recovery Program.</p> <p>F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.</p> <p>G. Continue to provide EL Specialists to support the academic needs of EL's</p> <p>H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)</p> <p>I. Continue to provide after school tutoring options for students in need.</p>			<p>3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base \$120,000</p> <p>3E. Summer School 1000-1999: Certificated Personnel Salaries Base \$335,000</p> <p>3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes 1000-1999: Certificated Personnel Salaries Base \$330,000</p> <p>3G. EL Specialist Support Staff (7) [Goal 9640] 2000-2999: Classified Personnel Salaries Base \$248,889</p> <p>3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base \$50,000</p> <p>3I. After school Tutoring [Goal 9640] 0001-0999: Unrestricted: Locally Defined Base \$120,000</p>
<p>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:</p> <p>A. Hiring and providing an MTSS/SPED Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.</p> <p>B. Consulting support from external consultant to support the process of MTSS planning and implementation.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Underrepresented populations</u></p>	<p>4A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base \$136,000</p> <p>4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000</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>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III \$20,000</p>

<p>A. Continue implementation of ELLevation monitoring software.</p> <p>B. District will facilitate a process of program design that reflects 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>Redesignated fluent English proficient</p> <p>Other Subgroups: (Specify)</p>	<p>5C. No additional expenditure needed for this action/service.</p> <p>5D. No additional expenditure needed for this action/service.</p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>A- Improving A-G Completion: All students from 57% in 2014 to 72% for Class of 2019 (15% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 10%, the number of Latino, Low-income, Foster/Homeless Youth and English Learner students completing A-G course sequence.</p> <p>B- Reduction in D/F Rates: Reduce Fall Semester D/F rates by school and subgroup - The district will decrease by 10% the overall number of 9th grade students receiving "D or F" grades in English I/II and Algebra I/Geometry at all sites and in all subgroups</p> <p>C- GPA improvement: The district will increase by 10% percent the number of LTEL, Latino, SED, and EL students with a grade point average over 2.0.</p> <p>D- Increased AP/IB Readiness and Enrollment: Continue AP,IB, PSAT and SAT excellence while increasing participation rates: 5% increase in number of under-represented subgroups enrolled in AP/IB Classes in 2016-2017; 5% increase in number of under-represented students taking AP/IB exams in 2015-2016; 95% of all 10th and 11th grade students will take PSAT in 2016-17</p> <p>E- CAASPP Improvement: District 11th grade students will show a 5% Increase overall in the number of students meeting standard on the CAASPP-ELA and Math assessment overall, and decrease by 10% the number of students not "meeting standard" among high-priority subgroups.</p> <p>F. PSAT Improvement: The district will show a 5% increase in the overall number of students who are "on track" for SAT success and will decrease by 10% the number of Latino, Low-income, Foster/Homeless Youth and English Learner students not "on track" (year over year)</p> <p>G. Scholastic Reading Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results</p> <p>H. Scholastic Math Inventory: The district will set growth target for second cohort of 10th graders based on results of 2016-17 10th grader results</p> <p>I - English Learner Achievement: Meet all Annual Measurable Academic Objectives (AMAO's) for English Learners (EL's): (817 Annual CELDT test takers)</p> <ul style="list-style-type: none"> • AMAO 1: The number of EL's making at least one year of growth on the CA English Language Development Test (CELDT) - Target: 60.5% (2014-15) • AMAO 2a: The number of EL's (in the US less than 5 years) who are English proficient - Target: 24.2% (2014-15) • AMAO-2b: The number of EL's (in the US more than 5 years) who are English Proficient - Target: 50.9% (2014-15) • AMAO 3: The number of EL 11th graders meeting or exceeding the standards on the CAASPP Assessment - 23% in 2015-16 - Target: Decrease by 10% the number of students not meeting standard • Graduation Rate for EL's:82.9% (2014-15)
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- J - Drop out rates: Decrease dropout rates overall (from 6.6% in 2014-15) and among subgroups:
 - Decrease Hispanic/Latino drop-out rate from 13.0 to 10.0
 - Decrease African American drop-out rate from 18.5 to 10.0
 - Decrease Pacific Islander drop-out rate from 8.6 to 5.0
 - Decrease English Learner drop-out rate from 14.3 to 10.0
 - Decrease Low-income student drop-out rate from 11.4 to 8.0
- K - Graduation Rates: Increase graduation rates overall and among key subgroups
 - Increase overall graduation rate from 91.6% to 93%
 - Increase Hispanic/Latino graduation rate from 84.5% to 88%
 - Increase Pacific Islander graduation rate from 89.7 to 93%
 - Increase African American graduation rate from 77.8% to 85%
 - Increase Low-income student graduation rate from 85.8 to 89%
- L - Decrease in Significant-Disproportionality (SIG-DIS) in SPED:
 - Decrease in initial referrals for special education; Decrease in overall percentage of students in Special Education among key subgroups (ensure that proportion is equal to that of all subgroups and district averages):
 - (African American Specific Learning Disability; Latino students with Emotional Disturbance; White students with Emotional Disturbance); Increase in number of students receiving interventions in general education.
- M - CTE Pathways:
 - Increase from 12.75% (to 15%), the number of students successfully completing a CTE pathway.
 - Increase by 5% the number of students who matriculate into a community college or job in line with their CTE Pathway.
 - Increase by 5% the number of graduating seniors who complete CTE pathway.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Refine core courses and invest in CA Standards-aligned instructional materials:</p> <p>A. Provide and support a math Coordinator who leads Council and new materials piloting and procurement process.</p> <p>B. Provide and support an English coordinator who leads Council and establishes/ensures common course expectations aligned to new 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</p> <p>C. Provide and support a Science Coordinator who leads Council and leads the development of Next</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1A. CA Standards-aligned Math materials pilot [Goal 9120] 4000-4999: Books And Supplies Base \$50,000</p> <p>1A .6 FTE math Coordinator release [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$70,000</p> <p>1B. .4 FTE English Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1C. .4 FTE Science Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p> <p>1D. Social science Coordinator [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$8,000</p> <p>1E. .6 FTE ELD Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Supplemental \$45,000</p> <p>1F. .4 FTE CTE Coordinator [Goal 9120] 1000-1999: Certificated Personnel Salaries Base \$45,000</p>

Generation Science-aligned course descriptions, 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. Provide and support a Social Science coordinator who leads Council and leads the development of revised courses of study based on impending 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. 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. Provide and support a CTE Coordinator to lead the Council, address compliance issue for Career Technical Education and facilitate the process of a comprehensive CTE plan for the SMUHSD.

G. 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

1G. Other Technical Subjects Coordinators [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base \$72,000

<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 - either taken directly from the CAASPP Interim Assessment platform or created by SMUHSD teachers.</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 grade students.</p> <p>D. Investigate, evaluate and procure effective resources for digital formative assessment</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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] 1000-1999: Certificated Personnel Salaries 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 \$15,000</p>
<p>3. Continue to implement intervention/support/English Language Development programs for students:</p> <p>A. Continue to implement Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites.</p> <p>B. Continue to provide English Language Development to students learning English.</p> <p>C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.</p> <p>D. Continue to implement the On-Site Credit Recovery (OSCR Program).</p> <p>E. Summer School Credit Recovery Program.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3A. 20.2 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$2,525,200</p> <p>3B. 13.2 FTE ELD classes at all sites 1000-1999: Certificated Personnel Salaries Supplemental \$1,650,000</p> <p>3C. 2.4 FTE for AVID classes for College/Career Readiness [Goal 1120] 1000-1999: Certificated Personnel Salaries Base \$300,000</p> <p>3D. Ongoing training support for AVID as well as materials 5000-5999: Services And Other Operating Expenditures Base \$120,000</p> <p>3E. Summer School 1000-1999: Certificated Personnel Salaries Base \$335,000</p> <p>3F. 2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes 1000-1999: Certificated Personnel Salaries Base \$330,000</p> <p>3G. EL Specialist Support Staff (7) [Goal 9640] 2000-2999: Classified Personnel Salaries Base \$248,889</p>

<p>F. Continue to provide Transitional 9th, Sheltered and SIFE Math Support Classes for English Learner students.</p> <p>G. Continue to provide EL Specialists to support the academic needs of EL's</p> <p>H. Continue to provide the Compass learning platform for student credit recovery (used in OSCR and Summer School)</p> <p>I. Continue to provide after school tutoring options for students in need.</p>			<p>3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base \$50,000</p> <p>3I. After school Tutoring [Goal 9640] 0001-0999: Unrestricted: Locally Defined Base \$120,000</p>
<p>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:</p> <p>A. Hiring and providing an MTSS/SPED Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.</p> <p>B. Consulting support from external consultant to support the process of MTSS planning and implementation.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base \$136,000</p> <p>4B. MTSS Consultant 5800: Professional/Consulting Services And Operating Expenditures Base \$75,000</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. District will facilitate a process of program design that reflects 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>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III \$20,000</p> <p>5C. No additional expenditure needed for this action/service.</p> <p>5D. No additional expenditure needed for this action/service.</p>

D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.			
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 3:</p>	<p>The SMUHSD will continue to enhance and improve the social-emotional health of its students by:</p> <ul style="list-style-type: none"> • 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 	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>LEAP:</u> <u>1a,1b,2e,2f,5a,5b,5c</u></p>
<p>Identified Need :</p>	<p>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 2015-16 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. 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.</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide Applicable Pupil Subgroups:</p>	<p>All students including subgroups</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>A- Suspension/ Expulsion rate decrease: Reduce both suspension and expulsion rates by ten percent in 2016-2017 B- Mental health supports: A revamped mental health assessment process; Students report on Healthy Kids survey that measures of connectedness and personal well-being are improved from 2015-16 administration ("Other Local Measure") C- Attendance: Decrease rates of chronic absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students D - Attendance Rates overall - the district will decrease absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students E- Student Wellness: The % of students reporting that they are "not experiencing stress" will increase relative to the state average on the next administration of the California Healthy Kids Survey. 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") F. Increase in formal monitoring of student mental health: By the end of 2016-17, there will be a system in place whereby there are monthly meetings with the site leadership reviewing social-emotional data about students and intervening/celebrating (as appropriate). ("Other Local Measure") G- Convening of Formal Meetings - Parent Participation/ Engagement: Increase in number of the parents of unduplicated pupils who attend meetings, information sessions (i.e conference, etc) H- Provide effective trainings/support for families: Parent surveys will indicate improved understanding (by parents) of how to help their student attain post-secondary plans ("Other Local Measure") I- Student participation in activities/clubs: Increase in overall participation in clubs/activities among students; and establishment of a baseline of unduplicated student participation in clubs/activities, including including our Latino, Low-income, Foster/Homeless Youth and English Learner students (so as to set a measurable increase for future years) ("Other Local Measure") J- Parent Engagement Staff: The number of Parent Involvement Coordinators parent contacts is established (baseline) se as to set a measurable increase for future years. ("Other Local Measure")</p>	

K- Inclusive Outreach to ALL families: The number of schools/programs demonstrating inclusive outreach to all families, in home languages and two-way communication methods (between home and school) will be inventoried so as to set measurable increases in activities and/or establish qualitative measures in the future. ("Other Local Measure")
 L- Parent knowledge of student needs/goals: Increase in the number of parents who know the four-year plan for their student; how well their child(ren) are doing in their classes; and how to help their student achieve their post-secondary plans (as evidenced by annual parent survey) ("Other Local Measure")

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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)</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Homeless</p>	<p>1. Attendance and Welfare/Restorative Justice Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$137,000</p>
<p>2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPED-ERHMS and \$600K from General Fund).</p> <p>A. Marriage and Family Therapists provide individual and group therapy to students in need.</p> <p>B. Pilot program will be evaluated by Stanford evaluators each year for three years.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Base \$600,000</p> <p>MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other \$70,000</p>
<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>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 1000-1999: Certificated Personnel Salaries Other \$500,000</p>

<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>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Manager Mental Health Supports 2000-2999: Classified Personnel Salaries Base \$135,000</p>
<p>5. District will continue to invest in a MTSS/SPED 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/SPED Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.</p> <p>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).</p> <p>C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.</p> <p>D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Base \$75,000</p> <p>5B 5800: Professional/Consulting Services And Operating Expenditures Base \$86,000</p> <p>5C. District Wellness Coordinator 1000-1999: Certificated Personnel Salaries Base \$125,000</p> <p>5D. SRO's (50% of cost supported by General Fund) 2000-2999: Classified Personnel Salaries Base \$225,000</p>
<p>6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p>	<p>6A. Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base \$110,000</p> <p>6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000</p>

<p>A. Continue Parent Involvement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.</p> <p>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.</p>		<p><input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></p>	
<p>7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement</p> <p>7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7A. Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>7B. materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base \$65,000</p>
<p>8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis</p> <p>8C. Expand alternative programs for out-of-school suspensions</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Alternative to Suspension program personnel. 1000-1999: Certificated Personnel Salaries Base \$87,433</p> <p>1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base \$110,000</p>
<p>9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates</p> <p>9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students</p> <p>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</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base \$32,535</p> <p>Outside services—Social Worker Interns/YSB/PCRC 2000-2999: Classified Personnel Salaries Supplemental \$50,000</p> <p>No additional cost associated with this.</p>

advocates, and other entities providing care, support or services foster youth in the LEA.

LCAP Year 2: 2017 - 18

Expected Annual Measurable Outcomes:

- A- Suspension/ Expulsion rate decrease: Reduce both suspension and expulsion rates by another ten percent in 2016-2017
- B- Mental health supports: A revamped mental health assessment process; Students report on Healthy Kids survey that measures of connectedness and personal well-being are improved from 2015-16 administration
- C- Attendance: Decrease rates of chronic absenteeism overall and among all subgroups
- D- Student Wellness: Healthy Kids metric (mental health) - % of students not experiencing stress (state average) - senior survey of stress (in Naviance); We will measure student wellness through a series of single-questions that come up for every student when they log onto a district computer/chromebook; Decrease in drug alcohol use among students - as reported on Healthy Kids Survey
- E- Convening of Formal Meetings - Parent Participation/ Engagement: Increase in number of parents who attend meetings, information sessions (i.e conference, etc)
- F- Provide effective trainings/support for families: Parent surveys will indicate improved understanding (by parents) of how to help their student attain post-secondary plans
- G- Student participation in activities/clubs: Increase in overall participation in clubs/activities; Increase in participation in clubs among unduplicated subgroups
- H- Parent Engagement Staff: The number of Parent Involvement Coordinators is maintained and hours increased
- I- Inclusive Outreach to ALL families: The number of schools/programs demonstrating inclusive outreach to all families, in home languages and easy two-way communication methods (between home and school)
- J- Parent knowledge of student needs/goals: Increase in the number of parents who know the four-year plan for their student; how well their child(ren) are doing in their classes; and how to help their student achieve their post-secondary plans (as evidenced by annual parent survey)

The district has no middle school students, so the required metric of middle school drop-outs does not apply to the SMUHSD.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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)	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. Attendance and Welfare/Restorative Justice Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$137,000
2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPED-ERHMS and \$600K from General Fund).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Base \$600,000

<p>A. Marriage and Family Therapists provide individual and group therapy to students in need.</p> <p>B. Pilot program will be evaluated by Stanford evaluators each year for three years.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other \$70,000</p>
<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>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 1000-1999: Certificated Personnel Salaries Other \$500,000</p>
<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>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Manager Mental Health Supports 2000-2999: Classified Personnel Salaries Base \$135,000</p>
<p>5. District will continue to invest in a MTSS/SPED 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/SPED Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.</p> <p>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</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$75,000</p> <p>5B 5800: Professional/Consulting Services And Operating Expenditures Base \$86,000</p> <p>5C. District Wellness Coordinator 1000-1999: Certificated Personnel Salaries Base \$125,000</p> <p>5D. SRO's (50% of cost supported by General Fund) 2000-2999: Classified Personnel Salaries Base \$225,000</p>

<p>Supports (Consultancy, PD, staff release time and data collection).</p> <p>C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.</p> <p>D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.</p>			
<p>6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p> <p>A. Continue Parent Involvement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.</p> <p>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.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>6A. Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base \$110,000</p> <p>6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000</p>
<p>7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement</p> <p>7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7A. Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>7B. materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base \$65,000</p>
<p>8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis</p> <p>8C. Expand alternative programs for out-of-school suspensions</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>	<p>Alternative to Suspension program personnel. 1000-1999: Certificated Personnel Salaries Base \$87,433</p> <p>1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base \$110,000</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base \$32,535 Outside services—Social Worker Interns/YSB/PCRC 2000-2999: Classified Personnel Salaries Supplemental \$50,000 No additional cost associated with this.

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	A- Suspension/ Expulsion rate decrease: Reduce both suspension and expulsion rates by another ten percent in 2016-2017 B- Mental health supports: A revamped mental health assessment process; Students report on Healthy Kids survey that measures of connectedness and personal well-being are improved from 2015-16 administration C- Attendance: Decrease rates of chronic absenteeism overall and among all subgroups D- Student Wellness: Healthy Kids metric (mental health) - % of students not experiencing stress (state average) - senior survey of stress (in Naviance); We will measure student wellness through a series of single-questions that come up for every student when they log onto a district computer/chromebook; Decrease in drug alcohol use among students - as reported on Healthy Kids Survey E- Convening of Formal Meetings - Parent Participation/ Engagement: Increase in number of parents who attend meetings, information sessions (i.e conference, etc) F- Provide effective trainings/support for families: Parent surveys will indicate improved understanding (by parents) of how to help their student attain post-secondary plans G- Student participation in activities/clubs: Increase in overall participation in clubs/activities; Increase in participation in clubs among unduplicated subgroups H- Parent Engagement Staff: The number of Parent Involvement Coordinators is maintained and hours increased I- Inclusive Outreach to ALL families: The number of schools/programs demonstrating inclusive outreach to all families, in home languages and easy two-way communication methods (between home and school) J- Parent knowledge of student needs/goals: Increase in the number of parents who know the four-year plan for their student; how well their child(ren) are doing in their classes; and how to help their student achieve their post-secondary plans (as evidenced by annual parent survey)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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)</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1. Attendance and Welfare/Restorative Justice Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$137,000</p>
<p>2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPED-ERHMS and \$600K from General Fund).</p> <p>A. Marriage and Family Therapists provide individual and group therapy to students in need.</p> <p>B. Pilot program will be evaluated by Stanford evaluators each year for three years.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) 2000-2999: Classified Personnel Salaries Base \$600,000</p> <p>MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other \$70,000</p>
<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><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 1000-1999: Certificated Personnel Salaries Other \$500,000</p>
<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><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Manager Mental Health Supports 2000-2999: Classified Personnel Salaries Base \$135,000</p>

<p>5. District will continue to invest in a MTSS/SPED 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/SPED Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.</p> <p>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).</p> <p>C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.</p> <p>D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>5A. MTSS/SPED Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$75,000</p> <p>5B 5800: Professional/Consulting Services And Operating Expenditures Base \$86,000</p> <p>5C. District Wellness Coordinator 1000-1999: Certificated Personnel Salaries Base \$125,000</p> <p>5D. SRO's (50% of cost supported by General Fund) 2000-2999: Classified Personnel Salaries Base \$225,000</p>
<p>6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p> <p>A. Continue Parent Involvement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.</p> <p>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.</p>		<p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups: (Specify)</p>	<p>6A. Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base \$110,000</p> <p>6B. Parent Education and outreach support 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$75,000</p>

<p>7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement</p> <p>7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>7A. Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>7B. materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base \$65,000</p>
<p>8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis</p> <p>8C. Expand alternative programs for out-of-school suspensions</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Alternative to Suspension program personnel. 1000-1999: Certificated Personnel Salaries Base \$87,433</p> <p>1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base \$110,000</p>
<p>9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates</p> <p>9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students</p> <p>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.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base \$32,535</p> <p>Outside services—Social Worker Interns/YSB/PCRC 2000-2999: Classified Personnel Salaries Supplemental \$50,000</p> <p>No additional cost associated with this.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Ensure Educational Excellence and Equity for every student: High Quality Learning Environment</p> <ol style="list-style-type: none"> 1. Challenge and support each student by providing equitable access to a rigorous and relevant curriculum align to CCSS and 21st Century skills (CCR) 2. Expect the highest quality staff—teachers, staff, leaders—as the foundation for ongoing and future academic success 3. Integrate and align operational, business, technology and academic systems to support the needs of students, teachers, and schools (basic services/Williams Requirements) 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>LEA Plan 1a,1b; 3; 5a,5b</u></p>	
<p>Goal Applies to: Schools: LEA-wide</p> <p>Applicable Pupil Subgroups: All students including under-performing sub-groups and targeted populations: Low Income, English Learners, Foster Youth and RFEP.</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. College & Career Readiness (CCR): Counseling services: <ol style="list-style-type: none"> 1.1 All 9th--10th grade students will have reviewed 4-year plans by spring 2016. 1.1.2. All students new to SMUHSD will receive educational options counseling by end of 4th week of enrollment. 1.2 Transcript evaluation services: <ol style="list-style-type: none"> 1.2.1 All students new to district with prior high school credits will have transcripts evaluated for SMUHSD credit equivalency to assure accurate placement 1.3 All classes will be staffed with Highly Qualified Teachers (HQT) 1.4 All core content courses will reflect alignment to CCSS /NGSS /CCR; i.e., Course of Study revisions w/key assignments; Curriculum Council alignment documents presented for Board approval 1.5. Basic services to all students; i.e., Williams Requirements, will continue to be met as measured by quarterly complaint reports to Board 	<p>Actual Annual Measurable Outcomes:</p>	<p>All current 9th and 10th Grade Students have 4-year plans in place by spring 2016.</p> <ol style="list-style-type: none"> 1.1.2 Students continue to receive “educational options counseling” within the first four weeks of enrollment. 1.2 All students new to the district continue to have their transcripts evaluated for SMUHSD credit equivalency and are place appropriately and accurately. 1.3 By the end of the 3rd week of school 0.05% of all teaching assignments were not staffed. In addition, 99.3% of teachers during the 2015-16 school year were “Highly Qualified” 1.4 The district has submitted courses of study in Mathematics this school year and anticipates the same for English/Language Arts and Science during the 2016-17 school year. 1.5 All school sites have access to standards-aligned instructional materials. All instructional materials are from the most recent district adoption. All students have their own assigned core curriculum textbook/instructional materials. All textbooks meet state and local standards.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Comprehensive plan with timeline for implementation of annual 4-year college and career planning for high-risk students to include appropriate academic support	Professional Development; counselor release; variable pay 1000-1999: Certificated Personnel Salaries Supplemental \$20,000	1.1 9th grade Students at all sites had completed these plans by spring of 2016.	Professional Development; counselor release; variable pay 1000-1999: Certificated Personnel Salaries Supplemental \$70,176.39
1.1.2 Student/Parent Academic Conferences to communicate Academic Plans will be incorporated into all spring pre-enrollment activities	Student Services Guidance Coordinator 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$135,000	1.1.2 Student/Parent Academic Conferences continue to be conducted at all sites with special attention to district unduplicated pupils.	Student Services Guidance Coordinator 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$0
1.1.3. Expand Placement services to include site administrative training in compiling a four year plan & interpretation services for EL students and families	Research-Based Assessments 4000-4999: Books And Supplies Supplemental \$50,000	1.1.3 The district and school sites provided significant interpretation support during the four-year-plan development work with EL students and their families throughout the year.	Research-Based Assessments 4000-4999: Books And Supplies Supplemental \$35,888.74
1.1.4. Counseling/staff training to assure accurate enrollment and transfer credits for Foster Youth	Interpreter Certification/Training 2000-2999: Classified Personnel Salaries Supplemental \$15,000	1.1.4 Counseling staff continue to identify and monitor the enrollment and credit status of the district's Foster Youth.	Interpreter Certification/Training 2000-2999: Classified Personnel Salaries Supplemental \$5,189.40
1.1.5 Expand services for newly enrolled students to include parent/student conference of educational options.	College Certified Trainer for Interpreters 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000	1.1.5 The district convened an Adelante! Conference on April 16, 2016 to support EL students and families on educational options and strategies for supporting their students to successfully navigate HS (and prepare themselves for post-secondary options).	College Certified Trainer for Interpreters 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$80,404.99
1.1.6 Expand placement testing to more accurately assess content readiness for ELA, math, and EL Services	District Testing Assistant 2000-2999: Classified Personnel Salaries Federal Funds \$30,000		District Testing Assistant 2000-2999: Classified Personnel Salaries Federal Funds \$28,190.39
1.1.7 Provide standardized transcript evaluation services for all students new to district.		1.1.6 The district expanded the administration of the Strategic Reading and Math Inventory assessments to all incoming students and through the 10th grade year.	

		<p>1.1.7 The district continues to provide standardized transcript evaluation services for all students new to the district.</p>					
<table border="1"> <tr> <td data-bbox="90 313 243 391">Scope of Service</td> <td data-bbox="243 313 569 391">LEA-wide</td> </tr> </table>	Scope of Service	LEA-wide		<table border="1"> <tr> <td data-bbox="1031 313 1184 391">Scope of Service</td> <td data-bbox="1184 313 1514 391"></td> </tr> </table>	Scope of Service		
Scope of Service	LEA-wide						
Scope of Service							
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>						
<p>2.1.1 All ELD classrooms will be staffed with HQT</p> <p>2.1.2 Instructional Coaches will support new and veteran teachers as new District evaluation model is implemented</p>	<p>Administration/ support staff training on credential authorization and assignments</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base \$5000</p> <p>Supplies/Materials</p> <hr/> <p>4000-4999: Books And Supplies Title II \$5000</p> <hr/> <p>7.4 FTE Instructional Coach Positions</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$800,000</p> <hr/> <p>Teacher Release/Substitute or variable pay</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Base \$40,000</p> <hr/> <p>Supplemental Instructional Materials/ technology support</p>	<p>2.1.1 All ELD classrooms during the 2015-16 School year were staffed with highly qualified teachers, credentialed with at least the EL Authorization/CLAD Certificate.</p> <p>2.1.2 The district, in collaboration with the Peer Assistance and Review Committee enacted its pilot Instructional Coach (IC) program during the 2015-16 school year. The district served 170 new and tenured teachers with 7.4 FTE IC staff. The district will continue this program into the 2016-17 school year and evaluate, adjust and determine, with stakeholders, the future of the pilot program.</p>	<p>Administration/ Support Staff training on credential authorization and assignments 5000-5999: Services And Other Operating Expenditures Base \$0</p> <hr/> <p>Supplies/Materials 4000-4999: Books And Supplies Title II \$0</p> <hr/> <p>7.4 FTE Instructional Coach Positions 1000-1999: Certificated Personnel Salaries Base \$772,287.56</p> <hr/> <p>Teacher Release/Substitute or variable pay 1000-1999: Certificated Personnel Salaries Base \$18,998.17</p> <hr/> <p>Supplemental Instructional Materials/Technology support 4000-4999: Books And Supplies Base \$90,560</p>				

	4000-4999: Books And Supplies Base \$50,000		
Scope of Service LEA-wide		Scope of Service	
X All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3 Support Alignment of Core content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/ assessment to reflect new CCSS/NGSS	Professional Development support 1000-1999: Certificated Personnel Salaries Other 300,000 Instructional Materials /technology aligned to CCSS 4000-4999: Books And Supplies Lottery 200,000 Professional Development in CCSS, NGSS 5800: Professional/Consulting Services And Operating Expenditures Other 100,000 3.2 FTE Technology, Math Science ; PD Coordinators to lead CCSS/NGSS training 1000-1999: Certificated Personnel Salaries Other \$352,000	3.1 The district continues to investigate instructional materials and aligned assessments that reflect the rigor and depth of the California Standards (formerly the Common Core State Standards) and the Next Generation Science Standards (NGSS). There will be significant work on this in the 2016-17 school year in math and science. Below is a summary of instructional materials activities this year and next: ELA/ELD – New framework requires new alignment Math – Algebra I, Geometry and Algebra II revised (Jan. 2016) – more forthcoming Science – New course sequence will be shared at April board meeting Social Science – new standards are in process Other Technical Subjects - forthcoming	Professional Development Support 1000-1999: Certificated Personnel Salaries Other \$409,762.42 Instructional Materials/Technology aligned to CCSS 4000-4999: Books And Supplies Lottery \$367,704.38 Professional Development inn CCSS, NGSS 5800: Professional/Consulting Services And Operating Expenditures Other \$57,441.25 3.2 FTE Technology, Math, Science; PD Coordinators to lead CCSS/NGSS training 1000-1999: Certificated Personnel Salaries Other \$238,165.93
Scope of Service LEA-wide		Scope of Service	
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OR:		OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>4. Provide All Basic Services--Williams Requirements met annually</p>	<p>Materials, technology to support instruction</p> <p>4000-4999: Books And Supplies Base \$300,000</p>	<p>4. The district met all Williams requirements for facilities, staff and instructional materials for the 2015-16 school year at all school sites.</p>	<p>Materials, technology to support instruction 4000-4999: Books And Supplies Base \$499,456.69</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service		
Scope of Service	LEA-wide						
Scope of Service							
<p>4.1 Provide funding of school transportation for students in need</p>	<p>Transportation</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>	<p>4.1 The district provided free bus passes as well as transportation, as needed to unduplicated pupils throughout the school year.</p>	<p>Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$8,217.25</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">LEA-Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	LEA-Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;"></td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service		
Scope of Service	LEA-Wide						
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The summer of 2015 saw significant change in leadership and structure in the SMUHSD. In addition to the hiring of Superintendent Kevin Skelly, the overall district office underwent significant realignment (the creation of a new Assistant Superintendent of Student Services and absorption of the Assistant Superintendent of Instruction into the work of the Deputy Superintendent of Human Resources) and new staff have taken on new administrative roles at the district office. All of this has resulted in some alteration to the goals, measurable outcomes and actions/services outlined in this LCAP going forward into 2016-19. In addition, there are some estimated actual expenditures that were planned and articulated in the 2015-16 LCAP that were not expended due to changes in district direction or contracts (like those anticipated to be spent from the Supplemental resources on assessments) that were not as costly as anticipated. We do not anticipate such differences next year.

While Goal 1 continues to be based on the provision of a high quality learning environment for all students, we have extended the number of measurable outcomes that we will monitor to include both those required in statute as well as some that we find locally essential. In addition, we will also move to capture more comprehensively, the full measure of the totality of our budget over the next three years and the attendant actions and services that will be enacted over that time span.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Ensure Educational Excellence and Equity for Every Student: Student Achievement</p> <ul style="list-style-type: none"> • Core Content Support • Accelerated grade level proficiency • Graduation success 	<p>Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify LEAP: 1a,1b,2a,2b,2c,5a,5b,5c</p>
<p>Goal Applies to: Schools: LEA-wide</p> <p>Applicable Pupil Subgroups: All students including underperforming subgroups.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>2.1 Current Students</p> <p>2.1.1. Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I</p> <p>2.1.3. Increase from baseline CAASPP results in math/ELA (11th gr.) for students not meeting and nearly meeting standard.</p> <p>2.1.4. EAP: Decrease in number of 12th grade students Not Ready for College</p> <p>2.2 Incoming 9th Grade Students</p> <p>2.2.1. 90% Pre-9th grade placement tests in ELA/Math completed by 08/2016</p> <p>2.2.2 .100% 9th Grade ELA/Math students complete post-testing in ELA/MATH—spring 2016</p> <p>2.2.3. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/15</p> <p>2.3 College Career Readiness</p> <p>2.3.1. 15% Increase in number of grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th</p> <p>2.3.2. 10% Increase in number of students with GPA above 2.0 for all subgroups</p> <p>2.3.3 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates</p> <p>2.3.4. 10%decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD</p> <p>2.4. AP/IB</p> <p>2.4.1. 5% Increase number of underrepresented subgroups enrolled in AP/IB classes</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2.1 Current Students</p> <p>2.1.1. Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I</p>

2.4.2. 5% Increase in number of underrepresented students taking AP/IB exams
 2.4.3 5% Increase in number of IB Diploma candidates (CHS)

San Mateo Union High School District
 Grades Disaggregated by Significant Subgroup

Table 1: Percent of Students Receiving a D/F Semester 1 Grade in English 1 (9th Grade) or English 3 (10th Grade)

Percent of D/F Grades	English 1/English 3 - 2013	English 1/English 3 - 2014	English 1/English 3 - 2015
Districtwide	13.8%	10.7%	10.2%
Asian	3.4%	3.3%	2.7%
Hispanic/Latino	27.7%	21.0%	22.7%
White	12.9%	6.1%	7.4%
English Learners	45.2%	41.1%	33.8%
LTEs	42.9%	45.4%	28.2%
Economically Disadvantaged	28.1%	23.1%	26.2%
Students with Disabilities	28.6%	29.4%	27.9%

Table 2: Percent of Students Receiving a D/F Semester 1 Grade in Algebra 1 (9th Grade) or Geometry (10th Grade)

Percent of D/F Grades	Algebra 1/Geometry - 2013	Algebra 1/Geometry - 2014	Algebra 1/Geometry - 2015
Districtwide	21.2%	22.1%	19.3%
Asian	8.7%	8.4%	8.4%
Hispanic/Latino	30.8%	31.9%	28.5%
White	13.4%	15.1%	12.0%
English Learners	46.0%	46.5%	38.7%
LTEs	75.0%	Data Not Available	35.7%
Economically Disadvantaged	31.6%	35.0%	30.4%
Students with Disabilities	23.3%	42.0%	27.5%

San Mateo Union High School District
 Grades Disaggregated by School Site

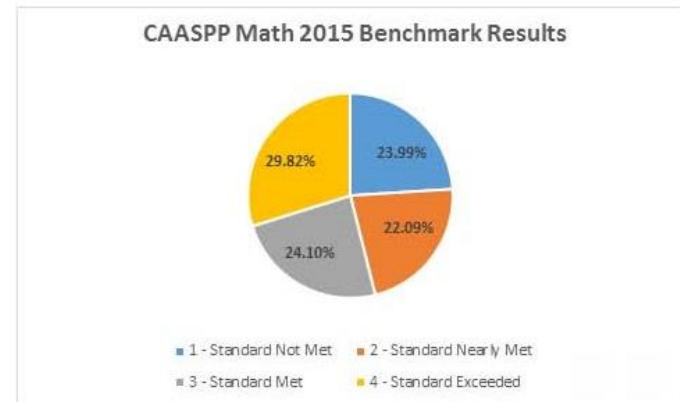
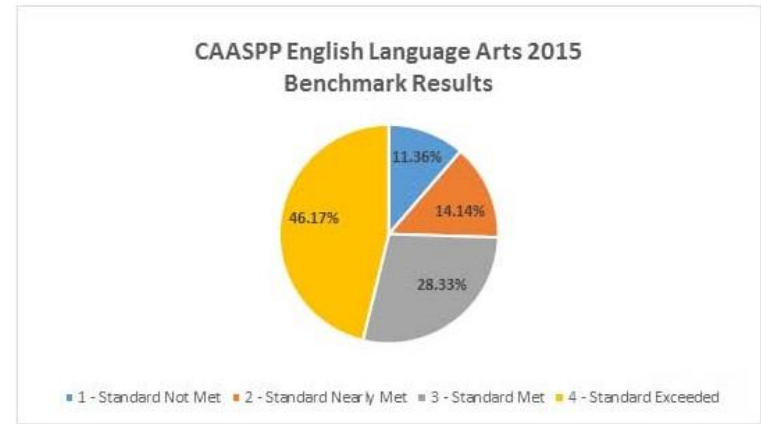
Table 3: Percent of Students Receiving a D/F Semester 1 Grade in English 1 (9th Grade) or English 3 (10th Grade)

Percent of D/F Grades	English 1/English 3 - 2013	English 1/English 3 - 2014	English 1/English 3 - 2015
Districtwide	13.8%	10.7%	10.2%
Aragon	8.5%	8.9%	6.6%
Burlingame	6.0%	5.3%	5.9%
Capuchino	19.6%	15.3%	9.2%
Hillsdale	14.4%	10.5%	8.9%
Mills	12.4%	7.6%	4.0%
Peninsula	72.1%	41.9%	31.9%
San Mateo	16.8%	15.3%	23.4%

Table 4: Percent of Students Receiving a D/F Semester 1 Grade in Algebra 1 (9th Grade) or Geometry (10th Grade)

Percent of D/F Grades	Algebra 1/Geometry - 2013	Algebra 1/Geometry - 2014	Algebra 1/Geometry - 2015
Districtwide	21.2%	22.1%	19.3%
Aragon	23.3%	27.2%	15.6%
Burlingame	23.0%	23.2%	13.0%
Capuchino	26.1%	18.2%	28.5%
Hillsdale	9.2%	13.2%	7.6%
Mills	15.0%	18.3%	18.7%
Peninsula	54.2%	65.4%	40.0%
San Mateo	31.5%	31.3%	36.7%

2.1.3. Increase from baseline CAASPP results in math/ELA (11th gr.) for students not meeting and nearly meeting standard



2.1.4. EAP: Decrease in number of 12th grade students Not Ready for College

9th, 10th, and 11th Graders w/ At Least 1 C or Better Grade, Fall A-G Courses							
Year	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula Alternative	San Mateo
2015	94.4%	90.0%	94.8%	96.0%	94.5%	Unavailable	76.3%
2014	88.1%	80.7%	85.1%	89.2%	88.8%	Unavailable	77.0%

2.2 Incoming 9th Grade Students

2.2.1. 90% Pre-9th grade placement tests in ELA/Math completed by 08/2016

2.2.2 .100% 9th Grade ELA/Math students complete post-testing in ELA/MATH—spring 2016

2.2.3. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/15

2.3 College Career Readiness

2.3.1. 15% Increase in number of grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th

9th, 10th, and 11th Graders w/ At Least 1 C or Better Grade, Fall A-G Courses							
Year	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula Alternative	San Mateo
2015	90.90%	88.80%	91.20%	84.20%	96.20%	Unavailable	76.30%
2014	88.10%	80.70%	85.10%	89.20%	88.80%	Unavailable	77.00%

2.3.2. 10% Increase in number of students with GPA above 2.0 for all subgroups

Site	% of Students w/ Total GPAs 2.0 or Higher 2014	% of Students w/ Total GPAs 2.0 or Higher 2015	% Increase/Decrease in Higher GPAs
Aragon	93.3%	93.3%	0.0%
Burlingame	93.3%	95.7%	2.3%
Capuchino	87.1%	89.9%	2.9%
Hillsdale	88.0%	87.5%	-0.5%
Mills	93.4%	93.7%	0.3%
Peninsula	56.0%	48.3%	-7.7%
San Mateo	85.5%	84.7%	-0.8%

2.3.3 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates

Year	Total Graduate Completers	Total Non-Graduate Completers	Percentage of Non-Graduate Completers
2015	1917	23	1.19%
2014	1900	26	1.35%

Note: Includes NPS School Group count for SMUHSD

2.3.4. 10% decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD

Grads with UC/CSU Required Courses			
Year	Hispanic or Latino, of Any Race	Socioeconomically Disadvantaged	English Learners
2013-14	168 (33.7 %)	140 (34.6 %)	16 (11.7 %)
2014-15	157 (32.3 %)	155 (35.1 %)	30 (19.2 %)

2.4. AP/IB

2.4.1. 5% Increase number of underrepresented subgroups enrolled in AP/IB classes

AP Enrollment

Subject	2015 Potential AP Students	2014 AP Students	
		Exam Takers	Exams 3 or Higher
Art History	791	0	0
Biology	643	241	214
Calculus AB	575	302	233
Chemistry	618	183	121
Comparative Government & Politics	688	0	0
Computer Science A	643	75	33
English Language	1141	408	318
English Literature	791	345	257
Environmental Science	779	164	115
European History	1096	216	161
Human Geography	1030	1	1

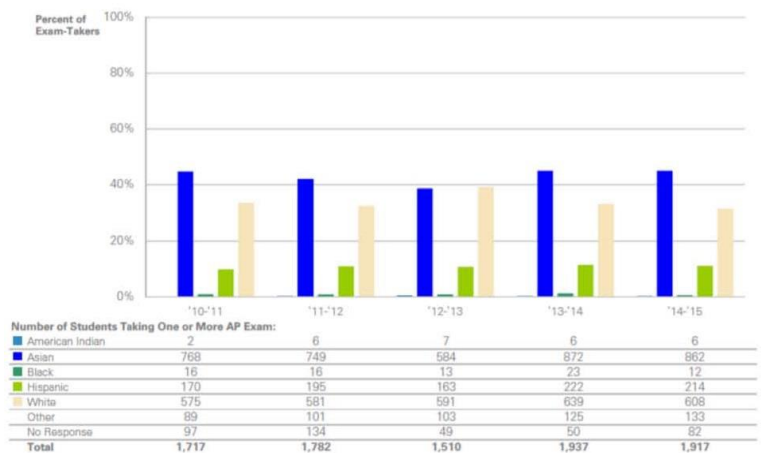
Subject	2015 Potential AP Students	2014 AP Students	
		Exam Takers	Exams 3 or Higher
Macroeconomics	579	88	57
Microeconomics	742	107	72
Music Theory	821	0	0
Physics B	579	326	240
Physics C: Electricity & Magnetism	417	4	4
Physics C: Mechanics	554	8	8
Psychology	1243	155	121
Statistics	708	241	172
U.S. Government & Politics	688	258	159
U.S. History	911	423	323
World History	1066	2	1

School	Total
Burlingame HS	352
Mills HS	218
Capuchino HS	82
Aragon HS	277
Hillsdale HS	175
San Mateo HS	180
Grand Total	1284

2.4.2. 5% Increase in number of underrepresented students taking AP/IB exams

San Mateo Union High School District					California- Public Schools			
	# of Exam-Takers	% of Total	# of Exams Taken	# of Grades 3-5	# of Exam-Takers	% of Total	# of Exams Taken	# of Grades 3-5
All	1,917	100.0%	4,164	3,257	229,134	100.0%	619,553	352,140
Change from last year	-1.0%		+1.6%	+3.7%	+4.9%		+5.5%	+2.1%
Gender								
Female	1,022	53.3%	2,123	1,676	188,223	57.2%	344,463	187,037
Change from last year	+0.8%		+3.8%	+7.6%	+5.4%		+5.8%	+4.2%
Male	895	46.7%	2,041	1,581	140,911	42.8%	275,090	165,103
Change from last year	-0.0%		-0.5%	-0.2%	+4.3%		+5.1%	+1.7%
Ethnic Group								
American Indian	6	0.3%	13	12	1,508	0.5%	2,734	1,460
Change from last year	0.0%		+18.2%	+71.4%	+2.0%		+4.6%	+3.3%
Asian	862	45.0%	2,005	1,614	80,390	24.4%	174,876	117,079
Change from last year	-1.1%		+1.4%	+5.4%	+0.8%		+2.4%	+2.3%
Black	12	0.6%	22	15	10,932	3.3%	18,837	7,050
Change from last year	-47.8%		-43.6%	-40.0%	+1.4%		+3.9%	+1.1%
Hispanic Overall	214	11.2%	355	243	122,625	37.3%	214,510	88,820
Change from last year	-3.6%		-7.1%	-12.3%	+6.8%		+7.9%	+4.1%
Mexican American	99	5.2%	148	105	84,433	25.7%	148,657	61,893
Change from last year	-5.7%		-9.2%	-11.8%	+6.4%		+7.4%	+3.4%
Puerto Rican	4	0.2%	9	-	842	0.3%	1,542	824
Change from last year	0.0%		+28.6%	-	-1.1%		+2.8%	+1.1%
Other Hispanic	111	5.8%	198	132	37,350	11.2%	64,211	26,103
Change from last year	-1.8%		-6.6%	-14.3%	+8.0%		+9.0%	+5.7%
White	608	31.7%	1,327	1,047	86,915	26.4%	163,841	112,989
Change from last year	-4.9%		-2.9%	-0.5%	+0.6%		+1.8%	+0.8%
Other	133	6.9%	307	233	12,365	3.8%	24,962	15,489
Change from last year	+6.4%		+30.6%	+27.3%	-8.0%		-3.9%	-3.4%
No Response	82	4.3%	135	93	14,299	4.4%	19,793	9,253
Change from last year	+64.0%		+57.0%	+43.1%	+103.7%		+95.7%	+71.2%

AP: Participation by Ethnic Groups Taking One or More Exam



2.4.3 5% Increase in number of IB Diploma candidates (CHS)
 NOTE: 15 Hispanic students were enrolled in at least 1 IB course in the Fall of 2015. There was an increase of two EL students in IB in 2015.

2014				2015			
EXAM	# of Exams	# 4+	% 4+	EXAM	# of Exams	# 4+	% 4+
English A1 Ht.	72	66	92%	English A1 Ht.	54	50	94%
French B St.	19	19	100%	French B Ht.	2	2	
Spanish B Ht.	16	19	119%	French B St.	11	9	68%
Spanish B St.	40	34	85%	Spanish B Ht.	19	18	100%
His. Americas Ht.	74	66	78%	Spanish B St.	32	25	85%
Psychology St.	24	19	79%	His. Americas Ht.	67	50	76%
Biology Ht.	61	26	32%	Biology Ht.	63	18	32%
Biology St.	4	2	50%	Math Studies St.	25	5	50%
Math Studies St.	30	7	23%	Mathematics St.	39	7	23%
Mathematics St.	47	9	19%	Dance St.	0		
Dance Ht.	1	1	100%	Film Ht.	8	7	76%
Dance St.				Film St.	7	4	100%
Film Ht.	7	6	86%	Theatre Ht.			
Theatre Knowledge	25		0%	Theatre St.			100%
History EE	11		0%	Visual Arts Option A Ht.	4	2	
Visual Arts Option A St.	6	6	100%	Visual Arts Option A St.	1	1	
TOTALS	336	268	80%	TOTALS	332	198	60%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Provide Professional Development time and coaching support focused on Instructional Strategies required in CCSS and NGSS; i.e., Academic Language for all Students in all content area.	Release days/ substitute pay for continuing PD for Academic Language; 1000-1999: Certificated Personnel Salaries Supplemental \$30,000	2.1 The district provided Professional Development time and coaching support focused on Instructional Strategies required in CCSS and NGSS; i.e., Academic Language for all Students in all content areas.	Release day/substitute pay for continuing PD for Academic Language 1000-1999: Certificated Personnel Salaries Supplemental \$27,992.25

<p>2.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas</p> <p>2.3 Develop and implement RTI systems of support for research-based, data driven instruction to support every student; i.e., intensive & strategic ELA and math classes</p> <p>2.4 Support PD for teachers participating in and developing co-teaching partnerships for core content classes</p>	<p>1.0 FTE Math Coordinator ; [See Goal 1 pg. 13]</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Teacher release/support maintenance</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$21,000</p> <p>Technology support & hardware/software to support student preparedness for CCSS Assessment [See Goal 1. pg. 13]</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Teacher Release, substitutes; classified variable pay</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>Secondary Constructing Meaning/Spring Seminar</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$10,000</p>	<p>2.2 The district Implemented Instructional strategies for academic language and oral language development focused on all content areas.</p> <p>2.3 The district did not engage in the refinement of its RTI systems of support for research-based, data driven instruction to support every student; i.e., intensive & strategic ELA and math classes. That planning work is now slated for the 2016-17 school year.</p> <p>2.4 The district did provide some limited support PD for teachers participating in and developing co-teaching partnerships for core content classes. The district looks to expand this work in the future as it looks to implement a Multi-tiered System of Support.</p>	<p>1.0 FTE Math Coordinator [See Goal 1 pg. 13] 1000-1999: Certificated Personnel Salaries</p> <p>Teacher release/support maintenance 1000-1999: Certificated Personnel Salaries Supplemental \$53,340</p> <p>Technology support & hardware/software to support student preparedness for CCSS Assessment [See Goal 1 pg. 13] 5000-5999: Services And Other Operating Expenditures</p> <p>Teacher Release, substitutes; classified variable pay 1000-1999: Certificated Personnel Salaries Supplemental \$44,678.67</p> <p>Secondary Constructing Meaning/Spring Seminar 5000-5999: Services And Other Operating Expenditures Supplemental \$19,081.16</p>																																
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<p>3.1. Expand support classes in 9th and 10th grade ELA to increase grade level proficiency</p> <p>3.2. Support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement</p> <p>3.3 Provide instructional/classroom supplies for students in need</p> <p>3.4 Provide support staff (English Language Specialists) at all school sites to monitor progress of EL students including reclassification of eligible students and data collection to communicate with staff and parents.</p>	<p>10.2 FTE for support classes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$1,100,000</p> <p>7.8 FTE designated for Guided Studies/OSCR intervention</p> <p>1000-1999: Certificated Personnel Salaries Base \$902,000</p> <p>Online services for OSCR/Intervention Programs (maintenance contracts/licenses)</p> <p>4000-4999: Books And Supplies Supplemental \$35,000</p> <p>7 support staff positions--EL Specialists</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$250,425</p> <p>2.6 FTE Transitional 9th, Sheltered, & S.I.F.E. Math support classes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$238,526</p>	<p>3.1. The district did expand its support classes in 9th and 10th grade ELA to increase grade level proficiency.</p> <p>3.2. The district continued to support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement</p> <p>3.3 The district provided instructional/classroom supplies for students in need</p> <p>3.4 The District provided support staff (English Language Specialists) at all school sites to monitor progress of EL students including reclassification of eligible students and data collection to communicate with staff and parents.</p>	<p>10.2 FTE for support classes 1000-1999: Certificated Personnel Salaries Supplemental \$992,639.55</p> <p>7.8 FTE designated for Guided Studies/OSCR intervention 1000-1999: Certificated Personnel Salaries Base \$1,456,901.26</p> <p>Online services for OSCR/Intervention Programs (maintenance contracts/licenses) 4000-4999: Books And Supplies Supplemental \$29,400</p> <p>7 support staff positions --EL Specialists 2000-2999: Classified Personnel Salaries Supplemental \$211,935.71</p> <p>2.6 FTE Transitional 9th, Sheltered, & S.I.F.E. Math support classes 1000-1999: Certificated Personnel Salaries Supplemental \$196,290.31</p>								
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<p>4.1. Support articulation with elementary districts to improve data transfers for pre-9 students enrolling in high schools for accurate placement/academic support—ELA, ELD, & math</p>	<p>Summer School pre-9 programs: ELA/Algebra/ELD</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$90,000</p>	<p>4.1. The district engaged the elementary districts in articulation activities intended to improve data transfers for pre-9 students enrolling in</p>	<p>Summer School pre-9 programs: ELA/Algebra/ELD 1000-1999: Certificated Personnel Salaries Supplemental \$46,559.99</p>								

<p>4.2 Support early intervention/support summer programs for pre-9 students</p>	<p>Summer pre-9 program materials, supplies 4000-4999: Books And Supplies Supplemental \$65,000</p>	<p>high schools for accurate placement/academic support—ELA, ELD, & math 4.2 The district provided early intervention/support summer programs for pre-9 students.</p>	<p>Summer School pre-9 program materials, supplies 4000-4999: Books And Supplies Supplemental \$45,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5.1. Continue expansion of AVID Program to include recruitment of RFEP students</p>	<p>1.2 FTE AVID Classes for College/Career Readiness 1000-1999: Certificated Personnel Salaries Base \$242,000 Ongoing training/support for AVID, 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000 Instructional Supplies per section/students at AVID Sites 4000-4999: Books And Supplies Supplemental \$20,000</p>	<p>5.1. The district expanded its AVID Program to include recruitment of RFEP students</p>	<p>1.2 FTE AVID Classes for College/Career Readiness 1000-1999: Certificated Personnel Salaries Base Ongoing training/support for AVID 5000-5999: Services And Other Operating Expenditures Supplemental \$70,528.16 Instructional Supplies per section/students at AVID Sites 4000-4999: Books And Supplies Supplemental \$3,378.61</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)					
5.2. Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement [3 sites: BHS, HHS, MHS per EOS Grant]	Teacher release, substitutes 1000-1999: Certificated Personnel Salaries Supplemental \$15,000	5.2. The district ended its partnership with EOS in the fall of 2015, but leveraged the PSAT information (administered to all students) to identify potential AP/IB students from among underrepresented populations for accelerated academic achievement across all sites.	Teacher release, substitutes 1000-1999: Certificated Personnel Salaries Supplemental \$15,000				
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Scope of Service	BHS, HHS, MHS						
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5.3. Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement	Teacher release, substitutes-ongoing PD support 1000-1999: Certificated Personnel Salaries Supplemental \$25,000	5.3. The district ended its partnership with EOS in the fall of 2015, but leveraged the PSAT information (administered to all students) to identify potential AP/IB students from among underrepresented populations for accelerated academic achievement across all sites.	Teacher release, substitutes-ongoing PD support 1000-1999: Certificated Personnel Salaries Supplemental \$25,000				
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Scope of Service	LEA-wide						
Scope of Service							

<input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic/Latino; African-American		<input checked="" type="checkbox"/> Other Subgroups: (Specify) Hispanic/Latino; African-American	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>The summer of 2015 saw significant change in leadership and structure in the SMUHSD. In addition to the hiring of Superintendent Kevin Skelly, the overall district office underwent significant realignment (the creation of a new Assistant Superintendent of Student Services and absorption of the Assistant Superintendent of Instruction into the work of the Deputy Superintendent of Human Resources) and new staff have taken on new administrative roles at the district office. All of this has resulted in some alteration to the goals, measurable outcomes and actions/services outlined in this LCAP going forward into 2016-19. In addition, there are some estimated actual expenditures that were planned and articulated in the 2015-16 LCAP that were not expended due to changes in district direction. For example, the district had anticipated expending \$65,000 of its Supplemental resources on summer school. However, there were fewer students who attended summer school, so few Supplemental resources were actually expended. We do not anticipate such differences next year.</p> <p>While Goal 2 will continue to be based on the actions and services intended to support the improvement of academic outcomes, and closing of achievement gaps, the new LCAP will be a more comprehensive document that includes the vast majority of activities related to improving academic achievement among both all of our students as well as our unduplicated pupils.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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<p>Original GOAL 3 from prior year LCAP:</p>	<p>Provide Effective Communication and Strong Relationships with Stakeholders</p> <ul style="list-style-type: none"> • Communication Protocols/ Procedures • Parent Support • Student Engagement • Positive School Climate 	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify <u>LEAP</u>: <u>1a,1b,2e,2f,5a,5b,5c</u></p>
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups: All students including subgroups</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>3.1 All district/school documents translated in required languages and continued interpretation services for all school site and district meetings</p> <p>3.2 Increase in number of parent responses to district surveys (2014-15 only 720 responses)</p> <p>3.3 5% increase in number of stakeholders accessing the SMUHSD social media posts</p> <p>3.4 10% Increase in number of parents attending school advisory meetings as measured by site sign-in sheets.</p> <p>3.5 Increase number of 9th graders participating in school clubs/activities as measured by site rosters.</p> <p>3.6 Increase in students participating in or completing community service activities as measured by school sites</p> <p>3.7 Decrease in number of students with 18 or more absences by 10% (2014-15 number = 435 or 5.51%)</p> <p>3.8 10% decrease in number of out-of-school suspension days for targeted subgroups [see Data Addendum]</p> <p>3.9 10%decrease in number of total suspension days per school site</p>	<p>Actual Annual Measurable Outcomes:</p> <p>3.1 All district/school documents were translated in required languages and continued interpretation services for all school site and district meetings</p> <p>3.2 There was an Increase in the number of parent responses to district surveys (from only 720 in 2014-15 to 1,094 in 2015-16)</p> <p>3.3 5% increase in number of stakeholders accessing the SMUHSD social media posts - this data was not tracked and has been removed for 2016-19.</p> <p>3.4 10% Increase in number of parents attending school advisory meetings as measured by site sign-in sheets. This data was not tracked and has been removed for 2016-19.</p> <p>3.5 Increase number of 9th graders participating in school clubs/activities as measured by site rosters. Some schools reported an increase in participation, but was anecdotal. This data was not systematically tracked during 2015-16, but systems will be established for better tracking during 2016-19.</p> <p>3.6 Increase in students participating in or completing community service activities as measured by school site. Sites indicated that there was an increase. However, this data was not systematically tracked during 2015-16, but systems will be established for better tracking during 2016-19.</p>

3.7 There was a decrease in the number of students with 18 or more absences. In 2014-15, the District had a 5.51% chronic absenteeism rate, and in 2015-16 a rate of 3.78%.

	2014-15	2015-16
Attendance	95.9%	96.2%
Chronic Absenteeism	5.51%	3.78%

2015-16 Attendance

School	Total Enrollment	Total Present	% of Days Present	Total Days Excused	Total Days Unexcused	% of Absences (excused+unexcused)
AHS	244,855	237,176	96.9%	6,626	1,053	3.14%
BHS	226,006	218,941	96.9%	5,856	1,209	3.13%
CHS	189,900	181,278	95.5%	5,069	3,553	4.54%
HHS	230,077	221,813	96.4%	7,146	1,118	3.50%
MHS	201,058	195,875	97.4%	4,254	929	2.58%
PAHS	40,615	34,352	84.6%	2,034	4,229	15.42%
SMHS	268,533	258,603	96.3%	5,911	4,019	3.70%
Total	1,401,044	1,348,038	96.2%	36,896	16,110	3.78%

NOTE: USED Daily Attendance Summary Report for each school to pull this chronic absenteeism report and selected the following codes:
 Religion
 Illness
 Unexcused
 Truant
 Unverified

3.8 Latino suspension decreased by 0.4%; EL suspension stayed the same at 11.9%; Low-Income suspensions increased

by 1.2%.

Suspension Days for Targeted Subgroups

	Hispanic or Latino	EL	SED
2014-15	144/ 2,490= 5.8%	117/ 982= 11.9%	110/ 1,930=5.7%
2015-16	138/2,534 = 5.4%	114/ 960=11.9 %	116/1,688 = 6.9%

3.9 There was a 0.16% decrease in number of total suspension days per school site

	2014-15	2015-16
Aragon	26/8,321 = 0.31 %	11/8,626 = 0.13%
Burlingame	31/8,321 = 0.37 %	22/8,626 = 0.26%
Capuchino	38/8,321 = 0.46%	25/8,626 = 0.29%
Hillsdale	51/8,321 = 0.61%	61/8,626 = 0.71%
Mills	18/8,321 = 0.22%	20/8,626 = 0.23%
Peninsula	51/8,321 = 0.61%	68/8,626 = 0.79%
San Mateo	53/8,321 = 0.64%	59/8,626 = 0.68%
Total	270/8,321 = 3.24%	266/8,626 = 3.08%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.2 & 3.3 Continued improved district/site communication procedures with implementation of Communication Plan	Outside Services/Contract for Website redesign; improved web-based communication systems		Outside Services/contract for Website redesigned; improved web-based communication systems 5800:

<p>3.1 Expand Translation and Interpretation services with protocols for accessing all school documents in requested languages.</p> <p>3.1 Expand training of District personnel in interpretation skills to assist language minority families</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p> <p>Contract services Interpreter Certification/ Training</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>		<p>Professional/Consulting Services And Operating Expenditures Supplemental \$0</p> <p>Contract services Interpreter Certification/Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$37,107.71</p>								
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<p>3.2 Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p> <p>3.3 Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home</p> <p>3.3 Develop parent education modules to include high school services, homework support, parent leadership training</p>	<p>Parent Involvement Coordinator positions [2.5 FTE]</p> <p>2000-2999: Classified Personnel Salaries Base \$110,000</p> <p>Outside services;materials, supplies-Curriculum for Parent Education & Support</p> <p>4000-4999: Books And Supplies Supplemental \$50,000</p> <p>Materials/supplies</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p>		<p>Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Base \$177,426.26</p> <p>Outside services; materials, supplies-Curriculum for Parent Education & Support 4000-4999: Books And Supplies Supplemental \$43,508.18</p> <p>Materials/Supplies 4000-4999: Books And Supplies Supplemental \$24,432.38</p>								

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<p>3.5 Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement</p> <p>3.6 Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules</p>	<p>Leadership/UASB sections for student activities</p> <p>1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>materials/supplies for orientation activities; CADA Conference 4000-4999: Books And Supplies Base \$70,000</p>		<p>Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base \$148,000</p> <p>Materials/supplies for orientation activities; CADA Conference 4000-4999: Books And Supplies Base \$70,000</p>				
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<p>3.8 . Expand alternative programs for out-of-school suspensions</p>	<p>Alternative to Suspension program personnel [+5 hours per week MFT]</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$87,433</p>		<p>Alternative to Suspension program personnel [+5 hours per week MFT] 1000-1999: Certificated Personnel Salaries Supplemental \$87,433</p> <p>1 FTE Independent Study/Alternative Educational Program Support 1000-</p>				

	<p>1 FTE Independent Study/ Alternative Educational Program Support</p> <p>1000-1999: Certificated Personnel Salaries Base \$110,000</p> <p>Program supplies/materials</p> <p>4000-4999: Books And Supplies Lottery \$30,000</p>		<p>1999: Certificated Personnel Salaries Base \$110,000</p> <p>Program supplies/materials 4000- 4999: Books And Supplies Lottery \$30,000</p>
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<p>3.7 Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates</p> <p>3.7.1 Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services.</p> <p>3.7.2 Review /monitor attendance records for each foster youth on a weekly basis</p>	<p>Enrollment Center Investigator/Attendance Support</p> <p>2000-2999: Classified Personnel Salaries Base \$32,535</p> <p>Outside services-Social Worker Interns/YSB/PCRC</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>		<p>Enrollment Center Investigator/Attendance Support 2000- 2999: Classified Personnel Salaries Base \$32,535</p> <p>Outside services-Social Worker Interns/YSB/PCRC 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>
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<p>3.8 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.</p> <p>3.8.1 Review /monitor attendance records for each foster youth on a weekly basis</p>	<p>Student support—materials, classroom supplies</p> <hr/> <p>4000-4999: Books And Supplies Supplemental \$25,000</p>		<p>Student Support- materials, classroom supplies 4000-4999: Books And Supplies Supplemental \$21,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The summer of 2015 saw significant change in leadership and structure in the SMUHSD. In addition to the hiring of Superintendent Kevin Skelly, the overall district office underwent significant realignment (the creation of a new Assistant Superintendent of Student Services and absorption of the Assistant Superintendent of Instruction into the work of the Deputy Superintendent of Human Resources) and new staff have taken on new administrative roles at the district office. All of this has resulted in some alteration to the goals, measurable outcomes and actions/services outlined in this LCAP going forward into 2016-19. In addition, there are some estimated actual expenditures that were planned and articulated in the 2015-16 LCAP that were not expended due to changes in district direction. We do not anticipate such differences next year.</p>		

	<p>While Goal 3 will continue to be based on the actions and services intended to support the improvement of academic outcomes, and closing of achievement gaps, the new LCAP will be a more comprehensive document that includes the vast majority of activities related to improving academic achievement among both all of our students as well as our unduplicated pupils.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$3,228,186</u>
<p>The San Mateo Union High School District will receive \$3,228,186 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:</p> <p>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%)</p> <p>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:</p> <ul style="list-style-type: none"> 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 - \$2,525,200) <p>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.</p> <ul style="list-style-type: none"> Continue to provide English Language Development to students learning English (Goal 2/Action/Service #3 - 1,650,000) <p>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.</p>	

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."

- TOTAL: \$4,175,200.00 (While these expenditures exceed our Supplemental grant funds, we will supplement the difference [\$947,014] 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-Action/Service #3):

- 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 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.

- Summer School Credit Recovery Program.

JUSTIFICATION: The current summer school program, which 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 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

- 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 options for students in need.

- 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.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

4.44	%
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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 4.44% of additional services (requirement) by enacting the items above. All of this is above and beyond the services that it provides to all students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).