

Introduction:

San Mateo Union High School's (SMUHSD) commitment to monitoring progress with the Local Control Accountability Plan (LCAP) is a high priority for all stakeholders—staff, families, and community members. This plan builds clear targets for continuous improvement and expects high performance for all students and adults. As a high performing district, SMUHSD's LCAP includes effective leadership, accountability, and an engaged community. The foundation of this LCAP is to improve the education and achievement outcomes for all students in the San Mateo Union High School District.

Coordination within and between district office divisions and schools and the allocation of resources to support student progress has been built into the goals and metrics of this LCAP. Identifiable ways to measure success on each of the goals and strategies will be expanded as the results of the spring 2015 base line performance for the California Assessment of Student Performance and Progress become one of our standard measures of student progress. The work in this plan represents ongoing improvement efforts and initiatives that are aligned to our LEA Plan, school SPSAs, and action plans required for WASC accreditation of our seven high schools.

As we implement this plan we will have regular "checkpoints" with the community, staff and Governing Board to reflect upon and monitor whether the strategies and initiatives are moving us toward our goals or whether we need to amend or refine certain elements to course correct.

Current funding sources and potential gaps will be determined with all work focused and aligned toward the goals set forth in the plan.

LEA: San Mateo Union High School District **Contact (Name, Title, Email, Phone Number):** Scott Laurence, Superintendent, slaurence@smuhd.org, 650-558-2299 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update

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>1. [October 2014—May 2015: 7 meetings] Superintendent Laurence’s September—April monthly meetings with the PTA executive council for advisement, updates and feedback. with LCAP goals and student performance data included in topics of interest. [Data: LCFF priorities; API/AYP/CAHSEE/Cohort Graduation results; Demographics of District and its schools; District Goals]</p>	<p>1. Superintendent monthly meetings with parent groups have met the LCAP statutory requirements for stakeholder engagement pursuant to Ed. Code sections 52062, 52068, and 47606., including engagement with representative parents of pupils identified in Ed. code section 42238.01</p>

Site administrators facilitated the following meetings with stakeholders:

2.1 [October 2014 – April 2015] Monthly Principal Advisory Committees, Student Council and Staff meetings; ELAC parent meetings [Data reports reviewed site specific achievement data including CELDT, CAHSEE, EAP and graduation rates]

2.2. [September 2014—May 2015] School Site Council meetings 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 2014—May 2015 6 meetings] The District English Language Advisory Committee (DELAC) meets monthly as well. Beginning in January 2015, LCAP Annual Update Review questions were presented followed by small group discussion. The members then took these translated questions back to their respective site ELAC meetings for additional discussion and feedback for the February 2015 meeting. April 2015 meeting the completed Annual Update and draft of Section 2 was reviewed for further input. [Data examined: CELDT, CAHSEE, graduation rates, Title III— AMAO 1,2,3]

4. [August 2014—June 2015] Monthly meetings with feedback from fall 2014--spring 2015 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

2.1 Stakeholders agreed that needs and goals should remain focused on student achievement and counseling for college and career advisement. The Latino Parents, reported high satisfaction with Parent Involvement Coordinators and educational workshops that have been implemented in 2014-15. Actions and services have expanded to include increased numbers of families participating in PIQE workshops as well.

2.2 SPSAs presented to the Board in December 2014 included SMART goals aligned to LCAP; Six sites, in preparation for spring 2015 Mid-Term visits, revised Critical Areas of Follow-Up/Need to better reflect LCAP goals for student outcomes and parent / student engagement. .

3. DELAC assured that the parents of our language minority students had input for the Annual Update, 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. Input validated actions and services included in the initial plan with recommendations to continue and/or expand in these areas:

- 3.1 Parent education on financial aid, school services, general orientation to each school; college expectations for students
- 3.2 Counselor services to help students academically & socially--expand and improve
- 3.3 Parent outreach—continue this highly regarded service to support parent involvement
- 3.4 Celebrations of student success---academic and social
- 3.5 After School programs for students on homework support and for succeeding in school

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

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; API/AYP/CAHSEE/CST/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, Board affirmed the existing Budget Advisory Committee (BAC) to be 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. A mid-year meeting [2.23.15] reviewed the 2014-15 LCAP goals, actions and services, and included student voice, parents and community representatives. BAC reviewed and made final comments on the draft of completed LCAP May 18, 2015.

6. CTA [May,2015] / CSEA [March 2015]Leadership—District Leadership met

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::

- 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

<p>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</p>	<p>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.</p> <p>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.</p>
<p>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 establish early student forums and well as more comprehensive surveys specifically aligned to LCAP actions and services.</p>	<p>Annual Update: Stakeholder involvement has validated Year 1 actions and services with overall positive input. 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 2015-16 and Year 2 and 3 with revisions and refinement vs a total rewriting and new focus.</p>

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>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 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>LEA Plan 1a,1b; 3; 5a,5b</u></p>
<p>Identified Need :</p>	<p>Need: Expanded enrollment/registration and educational planning services for students /parents of college / career pathways and academic requirements; i.e., pre-9th and newly enrolled students as well as progressive grade levels for current students Metric: Number /percent of students with 4-year plans completed by grade level annually; enrollment records</p> <p>Need: While 98% of teachers in SMUHSD meet Highly Qualified Teacher (HQT) requirements, 2% remained non-HQT (2014-15) Metric: Credentials—CALPADS annual Credential Report 4.5</p> <p>Need: Support for teachers both new to the profession and to the District in expectations for both instructional and non-instructional norms. Metric: Professional Development activities offered with sign-in sheets and post-training evaluations.</p> <p>Need: CCSS /NGSS aligned curriculum and assessments to prepare all students for College and Career Readiness Metric: Percent of courses by content area reflecting alignment; Professional Development Sign-In and Post-PD Evaluation Surveys</p>	
<p>Goal Applies to:</p>	<p>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>	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:

- 1. College & Career Readiness (CCR): Counseling services:
 - 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:
 - 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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</p> <p>1.1.2 Student/Parent Academic Conferences to communicate Academic Plans will be incorporated into all spring pre-enrollment activities</p> <p>1.1.3. Expand Placement services to include site administrative training in compiling a four year plan & interpretation services for EL students and families</p> <p>1.1.4. Counseling/staff training to assure accurate enrollment and transfer credits for Foster Youth</p> <p>1.1.5 Expand services for newly enrolled students to include parent/ student conference of educational options.</p> <p>1.1.6 Expand placement testing to more accurately assess content readiness for ELA, math, and EL Services</p>	<p>LEA-wide</p>	<p>X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Professional Development; counselor release; variable pay 1000-1999: Certificated Personnel Salaries Supplemental \$20,000</p> <p>Student Services Guidance Coordinator 1.0 FTE</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$135,000</p> <p>Research-Based Assessments</p> <p>4000-4999: Books And Supplies Supplemental \$50,000</p> <p>Interpreter Certification/Training</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>College Certified Trainer for Interpreters</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p> <p>District Testing Assistant</p> <p>2000-2999: Classified Personnel Salaries Federal Funds \$30,000</p>

<p>1.1.7 Provide standardized transcript evaluation services for all students new to district.</p>			
<p>2.1.1 All ELD classrooms will be staffed with HQT 2.1.2 Instructional Coaches will support new and veteran teachers as new District evaluation model is implemented</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>Administration/ support staff training on credential authorization and assignments 5000-5999: Services And Other Operating Expenditures Base \$5000 Supplies/Materials 4000-4999: Books And Supplies Title II \$5000 7.4 FTE Instructional Coach Positions 1000-1999: Certificated Personnel Salaries Base \$800,000 Teacher Release/Substitute or variable pay 1000-1999: Certificated Personnel Salaries Base \$40,000 Supplemental Instructional Materials/ technology support 4000-4999: Books And Supplies Base \$50,000</p>
<p>3 Support Alignment of Core content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/ assessment to reflect new CCSS/NGSS</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>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</p>
<p>4. Provide All Basic Services-- Williams Requirements met annually</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</p>	<p>Materials, technology to support instruction 4000-4999: Books And Supplies Base \$300,000</p>

		English proficient _ Other Subgroups: (Specify)	
4.1 Provide funding of school transportation for students in need	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 _ Other Subgroups: (Specify)	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000
		<input 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 _ Other Subgroups: (Specify)	
		<input 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 _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>1. College & Career Readiness (CCR): Counseling services:</p> <p>1.1 All 9th--10th grade students will have reviewed 4-year plans by spring 2016.</p> <p>1.1.2. All students new to SMUHSD will receive educational options counseling by end of 4th week of enrollment.</p> <p>1.2 Transcript evaluation services:</p> <p>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</p> <p>1.3 All classes will be staffed with Highly Qualified Teachers</p> <p>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</p> <p>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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Counselor training/PD to refine college and career planning process for high-risk students and identification of appropriate academic and socio-emotional support programs</p> <p>1.1.1. Continue Student/Parent Academic Conferences to communicate Academic Plans will be incorporated into all spring pre-enrollment activities</p> <p>1.1.2 Continue Counseling/staff training to assure accurate enrollment, transfer credits and support for Foster Youth</p> <p>1.1.3 Continue services for newly enrolled students with parent/ student conference of educational options.</p> <p>1.1.4 Continue placement testing for accurate assessment of student content readiness for ELA, math, and EL Services</p> <p>1.1.5 Provide site staff with training on standardized transcript evaluation services for all students new to district.</p> <p>1.1.6 Expand counseling services to include conferences</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>Professional Development;Counselor release; variable pay</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <hr/> <p>1.0 FTE Student Services Coordinator</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Supplemental \$135,000</p> <hr/> <p>Research-Based Assessments</p> <hr/> <p>4000-4999: Books And Supplies Supplemental \$65,000</p> <hr/> <p>Interpreter Certification/Training</p> <hr/> <p>2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <hr/> <p>College Certified Trainer for Interpreters</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5000</p> <hr/> <p>District Testing Assistant 2000-2999: Classified Personnel Salaries Federal Funds \$30,000</p>

with interpretation services for monitoring College Career Readiness for RFEP students			
2. Expand support for all teachers to assure 100% HQT and induction / retention support for teachers new to SMUHSD	LEA-wide	<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)	Professional Development/ Instructional Coach [7.4 FTE] support 1000-1999: Certificated Personnel Salaries Base \$800,000 Teacher release & substitute pay 1000-1999: Certificated Personnel Salaries Supplemental \$40,000 Supplemental Instructional materials/technology support 4000-4999: Books And Supplies Supplemental \$50,000
3. Support Alignment of Core content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/ assessment to reflect new CCSS/NGSS [Funding Source dependent upon additional State funding--CCSS]	LEA-wide	<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)	Professional Development / Instructional Coaching support 1000-1999: Certificated Personnel Salaries Other \$300,000 Supplemental Instruction materials/technology support 4000-4999: Books And Supplies Other \$250,000 CCSS/NGSS ongoing support 1000-1999: Certificated Personnel Salaries Other \$325,000
4. Provide All Basic Services-- Williams Requirements met annually	LEA-wide	<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)	Materials, technology to support instruction 4000-4999: Books And Supplies Base \$300,000
4.1 Continue transportation services for students in need	LEA-wide	<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	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000

Other Subgroups:
(Specify)

LCAP Year 3: 2017 - 18

Expected Annual Measurable Outcomes:

- 1. College & Career Readiness: Counseling services:
 - 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:
 - 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
 - 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Continues training and implementation of comprehensive Guidance/Wellness plan to refine college and career planning process for high-risk students, including increasing access to college prep, IB and AP courses, and provide appropriate academic and socio-emotional support programs</p> <p>1.1.1 Continue Student/Parent Conferences to communicate High School Educational Plans and incorporated into all spring pre-enrollment/programming activities</p> <p>1.1.2 Continue Counseling/staff training to assure accurate enrollment, transfer credits, and supports for identified Foster Youth</p> <p>1.1.3 Continue services for newly enrolled students with parent/ student conference of educational options with District LCAP Counselor.</p> <p>1.1.4 Continue placement testing for accurate assessment of student content readiness for ELA, math,</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Professional Development; Counselor release; variable pay 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p> <p>Student Services Coordinator 1.0 FTE</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$135,000</p> <p>.4 FTE District LCAP Supplemental Student Counselor</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$44,000</p> <p>Interpreter Certification/Training</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>College Certification Trainer for Interpreters</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000</p> <p>District Testing Assistant</p>

<p>and EL Services</p> <p>1.1.5 Provide site staff with training on standardized transcript evaluation services for all students new to district.</p> <p>1.1.6 Expand counseling services to include conferences with interpretation services for monitoring College Career Readiness for RFEP students--District LCAP Counselor.</p>			<p>2000-2999: Classified Personnel Salaries Federal Funds \$30,000</p> <p>Research-Based Assessments</p> <p>4000-4999: Books And Supplies Supplemental \$65,000</p>
<p>2. Expand support for all teachers to assure 100% HQT and induction/retention support for teachers new to SMUHSD</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>Professional Development/ Instructional Coach [7.4 FTE] support</p> <p>1000-1999: Certificated Personnel Salaries Base \$800,000</p> <p>Teacher release & substitute pay:</p> <p>1000-1999: Certificated Personnel Salaries Base \$40,000</p> <p>Supplemental Instructional materials/technology support</p> <p>4000-4999: Books And Supplies Lottery \$50,000</p>
<p>3. Continued alignment of Core Content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/assessment to reflect CCSS/NGSS and CCR for all students</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>Professional Development / Coaching support</p> <p>1000-1999: Certificated Personnel Salaries Other \$300,000</p> <p>Instructional Materials / technology aligned to CCSS</p> <p>4000-4999: Books And Supplies Other \$250,000</p> <p>Materials aligned to State & Federal updates</p> <p>4000-4999: Books And Supplies Lottery \$205,000</p> <p>CCSS/NGSS ongoing support 1000-1999: Certificated Personnel Salaries Supplemental \$347,603</p>
<p>4. Provide All Basic Services - Williams Requirements met annually</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:</p>	<p>Materials, technology to support instruction</p> <p>4000-4999: Books And Supplies Base \$300,000</p>

		(Specify) SWD	
4.1 Continue transportation services for students in need	LEA-wide	<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)	Transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$15,500

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

<p>GOAL 2:</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 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>LEAP:</u> <u>1a,1b,2a,2b,2c,5a,5b,5c</u></p>
<p>Identified Need :</p>	<p>Need: Early identification of students for academic support including both remediation and acceleration; Summer Pre-9 programs; AVID, GATE, Guided Studies & Intervention Metric: Grade Level Reading/Math readiness scores; research-based objective assessments; i.e., Scholastic Reading / Math Inventories; state testing—CELDT, SBA/CAASPP baseline results (2015)</p> <p>Need: Accelerated grade level proficiency for significant subgroups, especially among Hispanic/ Latino and long term English Learner Students in ELA and Math Metric: Number of F/D grades for Hispanic/Latino students in English/Algebra I will decrease by 10% from 2014-15 rates [see Data Addendum]</p> <p>Need: Improvement of proficiency in grade level coursework for SWD Metric: Co-taught core content classes; CAASPP progress; EOC grades C and above</p> <p>Need: Improvement of RFEP student success in core content areas; increased number of English Learners meeting RFEP criteria annually Metric: English, Math end-of-course grades; Spring RFEP results by school site</p> <p>Need: Graduates meeting UC/CSU a-g course completion remains overall at 60% with lower rates for Hispanic / Latino subgroup. Metric: a-g completion rates for all students: Annual Academic Core completion percentage [Students w/ 'C' or higher—a-g coursework]</p> <p>Need: 11th grade EAP college readiness indicates 45% of all students “Not ready for college;” The number of students “Not Ready” will decrease by 10% annually. Metric: EAP scores as measured by CAASPP baseline for 2015.</p> <p>Need: Improve Cohort Graduation rates for all students including Hispanic/Latino by decreasing the number of non-grads by 5% annually. Metric: Cohort drop-out rates for targeted subgroup by grade level.</p> <p>Need: While the number of Hispanic/Latino students taking Advanced Placement exams increased in 2014-15 (from 188 to 230 or 22%) the overall percent is disproportionate (12% of total number of students taking exams). A continued increase in number of underrepresented students in AP / International Baccalaureate / Honors courses for Latino & long term EL students will be targeted. Metric: Enrollment rates and exam rates for AP/IB courses</p> <p>[Data Sources: LEAP, SPSAs, SARCs, Post-Secondary Report to SMUHSD Board 2014-15, Instructional Services End-of- Year Report to Board. 2014-15]</p>	

Goal Applies to:	Schools: LEA-wide
Applicable Pupil Subgroups:	All students including underperforming subgroups.

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	2.1 Current Students 2.1.1. Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I 2.1.3. Increase from baseline CAASP 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
	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 2.3.2. 10% Increase in number of students with GPA above 2.0 for all subgroups 2.3.3. 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates 2.3.4. 10%decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD
	2.4. AP/IB 2.4.1. 5% Increase number of underrepresented subgroups enrolled in AP/IB classes 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)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	LEA-wide	<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)	Release days/ substitute pay for continuing PD for Academic Language; 1000-1999: Certificated Personnel Salaries Supplemental \$30,000
2.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas			1.0 FTE Math Coordinator ; [See Goal 1 pg. 13]
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			1000-1999: Certificated Personnel Salaries Teacher release/support maintenance
2.4 Support PD for teachers participating in and developing co-teaching partnerships for core content			1000-1999: Certificated Personnel Salaries Supplemental \$21,000 Technology support & hardware/software to support student

<p>classes</p>			<p>preparedness for CCSS Assessment [See Goal 1. pg. 13]</p> <p>5000-5999: Services And Other Operating Expenditures 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>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>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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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>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>4.2 Support early intervention/support summer programs for pre-9 students</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>Summer School pre-9 programs: ELA/Algebra/ELD</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$90,000</p> <p>Summer pre-9 program materials, supplies</p> <p>4000-4999: Books And Supplies Supplemental \$65,000</p>

<p>5.1. Continue expansion of AVID Program to include recruitment of RFEP students</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.2 FTE AVID Classes for College/Career Readiness</p> <p>1000-1999: Certificated Personnel Salaries Base \$242,000</p> <p>Ongoing training/support for AVID,</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$30,000</p> <p>Instructional Supplies per section/students at AVID Sites</p> <p>4000-4999: Books And Supplies Supplemental \$20,000</p>
<p>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]</p>	<p>BHS, HHS, MHS</p>	<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Under-represented populations</u></p>	<p>Teacher release, substitutes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$15,000</p>
<p>5.2. Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement</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 type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Hispanic/Latino; African-American</u></p>	<p>Teacher release, substitutes-ongoing PD support</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<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 CAASP 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>2.4.2. 5% Increase in number of underrepresented students taking AP/IB exams</p> <p>2.4.3 5% Increase in number of IB Diploma candidates (CHS)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>2.1.1 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.</p> <p>2.1.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas</p> <p>2.1.3 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>	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>Release days/ substitute pay for continuing PD for Academic Language</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>1.0 FTE math Coordinator release [See Year 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 Assessments [See Goal1, 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>Expanded Teacher Trainer Support Spring/ Summer Seminars for Certification; ELAchieve/ CM</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$25,000</p> <p>Instructional Materials; printing; supplies</p> <p>4000-4999: Books And Supplies Supplemental \$15,000</p>
<p>2.3 Expand support classes in 9th and 10th grade ELA to increase proficiency rates on CAHSEE—10th grade census</p> <p>2.3.1 Support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement to include targeted populations; i.e., LTEL, FY, Low Income</p> <p>2.3.2 Provide presentations for staff on impact of trauma on students and their learning;</p> <p>2.3.3 Provide Instructional/ classroom supplies for students in need;</p> <p>2.3.4 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>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>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>2.6 FTE Transitional 9th, Sheltered, & SIFE Math support classes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$330,000</p> <p>Online services for OSCR/Intervention Programs</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$35,000</p> <p>Outside services/ consultants for certificated & classified PD</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p> <p>EL Specialist Support Staff (7)</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$250425</p>
<p>2.2 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>2.2.1 Support early intervention/support summer programs for pre-9 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:</p>	<p>Summer School pre-9 programs: ELA/ Algebra/ELD</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$90,000</p> <p>Summer pre-9 program materials, supplies</p> <p>4000-4999: Books And Supplies Supplemental \$65,000</p>

		(Specify)	
2.4 Continue expansion of AVID Program to include recruitment of RFEP students	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID classes for College/Career Readiness [1.2 FTE] 1000-1999: Certificated Personnel Salaries Supplemental \$242,000 Ongoing training support for AVID; materials 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000

LCAP Year 3: 2017 - 18

Expected Annual Measurable Outcomes:	2.1 Current Students 2.1.5. Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I 2.1.5. Increase from baseline CAASP results in math/ELA (11th gr.) for students not meeting and nearly meeting standard. 2.1.6. EAP: Decrease in number of 12th grade students Not Ready for College 2.2 Incoming 9th Grade Students 2.3.3. 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 2.3.4. 15% Increase in number of grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th 2.3.5. 10% Increase in number of students with GPA above 2.0 for all subgroups 2.3.3 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates 2.3.4. 10% decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD 2.4 AP/IB 2.4.1 5% Increase number of underrepresented subgroups enrolled in AP/IB classes 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)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1.1 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 areas	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Release days/ substitute pay for continuing PD for Academic Language 1000-1999: Certificated Personnel Salaries Supplemental \$30,000

<p>2.1.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas to include ELD, intervention/support areas</p> <p>2.1.3 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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.0 FTE Math Coordinator release: [See Year 1, pg.13]</p> <p>Teacher release/support maintenance</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$20,500</p> <p>Technology support & hardware/software to support student preparedness for CCSS Assessments [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>Expanded Teacher Trainer Spring Certification Seminar: EL Achieve/ CM</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>Instructional Materials; printing; supplies</p> <p>4000-4999: Books And Supplies Supplemental \$15,000</p>
<p>2.2.1. Expand support classes in 9th and 10th grade ELA to increase proficiency rates on CAHSEE—10th grade census</p> <p>2.2.2 Support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement to include targeted populations; i.e., LTEL, FY, Low Income</p> <p>2.2.3 Provide presentations for staff on impact of trauma on students and their learning;</p> <p>2.2.4 Provide Instructional/ classroom supplies for students in need;</p> <p>2.2.5 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>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>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>2.6 FTE Transitional 9th and Sheltered & CAHSEE support classes</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$330,000</p> <p>maintenance contracts/licenses</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$35,000</p> <p>Outside services/ consultants for certificated & classified PD</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p> <p>English Language Specialists support staff positions (7)</p>

			2000-2999: Classified Personnel Salaries Supplemental \$250,425
2.3.1 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	LEA-wide	<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)	Summer School pre-9 programs: ELA/ Algebra/ELD 1000-1999: Certificated Personnel Salaries Supplemental \$90,000 Summer pre-9 program materials, supplies 4000-4999: Books And Supplies Supplemental \$65,000
2.3.2 Support early intervention/support summer programs for pre-9 students			
2.4 Continue expansion of AVID Program to include recruitment of RFEP students	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Underrepresented populations</u>	AVID classes for College/Career Readiness [1.2 FTE] 1000-1999: Certificated Personnel Salaries Supplemental \$242,000 Ongoing training support for AVID; materials 5000-5999: Services And Other Operating Expenditures Supplemental \$30,000 EOS Teacher release/substitutes—ongoing PD support 1000-1999: Certificated Personnel Salaries Supplemental \$25,000
2.4.1 Support ongoing EOS strategies for AP/IB potential to support identified students from underrepresented populations for accelerated academic achievement			

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>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"/> COE only: 9 _ 10 _ Local : Specify LEAP: <u>1a,1b,2e,2f,5a,5b,5c</u></p>
<p>Identified Need :</p>	<p>Need: Improve communication to all families to support increased involvement and student engagement Metric: Translated documents; notices; parent surveys</p> <p>Need: Improve active parent participation in both school and district advisory groups; i.e., School Site Council, ELAC; and also in booster and other school sponsored activities Metric: Sign-in sheets; activity/event attendance; parent surveys</p> <p>Need: Improve student engagement in school through activities, clubs, positive community involvement / service Metric: Records of club participation; community service participation; school attendance rates, chronic absenteeism rates</p> <p>Need: Reduce disproportionality of “out-of-school” disciplinary actions for Latino and African-American males and SWD. Metric: Number of suspensions/ referrals to alternative to suspension programs; total number of suspension days</p> <p>[Data Sources: LEAP, ELYSSA 202- 13], Title III Accountability Plan 2013-14; Attendance & Welfare Report to Board 2014-15; club / co-curricular and extra-curricular activities]</p>	
<p>Goal Applies to:</p>	<p>Schools: LEA-wide</p> <p>Applicable Pupil Subgroups: All students including subgroups</p>	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.2 & 3.3 Continued improved district/ site communication procedures with implementation of Communication Plan</p> <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>	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>Outside Services/Contract for Website redesign; improved web-based communication systems</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p> <hr/> <p>Contract services Interpreter Certification/ Training</p> <hr/> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$15,000</p>
<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</p>	LEA-wide	<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 type="checkbox"/> Foster Youth</p>	<p>Parent Involvement Coordinator positions [2.5 FTE]</p> <hr/> <p>2000-2999: Classified Personnel Salaries Base \$110,000</p> <hr/> <p>Outside services;materials, supplies-Curriculum for Parent</p>

<p>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><input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>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>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>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</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</p> <p>4000-4999: Books And Supplies Base \$70,000</p>
<p>3.8 . Expand alternative programs for out-of-school suspensions</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Alternative to Suspension program personnel [+5 hours per week MFT]</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$87,433</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>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>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</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>3.8 Regularly communicate, collaborate with, and be</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All</p>	<p>Student support—materials, classroom supplies</p>

<p>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>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>4000-4999: Books And Supplies Supplemental \$25,000</p>
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LCAP Year 2: 2016-17

<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 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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Continued improved district/ site communication procedures with implementation of Communication Plan</p> <p>3.1.1 Expand Translation and Interpretation services with protocols for accessing all school documents in requested languages.</p> <p>3.1.2 Expand training of District personnel in interpretation skills to assist language minority 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>Outside Services/Contract for Website redesign; improved web-based communication systems</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 \$18,372</p> <p>Student support—materials, classroom supplies</p>

			4000-4999: Books And Supplies Supplemental \$25,000
<p>3.2 & 3.3 Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p> <p>3.2 & 3.3 Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home</p> <p>3.2. & 3.3 Develop parent education modules to include high school services, homework support, parent leadership training, college preparation</p>	LEA-wide	<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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Parent Involvement Coordinator positions [2.8 FTE]</p> <p>2000-2999: Classified Personnel Salaries Base \$110,000</p> <p>Outside Services; materials, supplies—Curriculum for Parent Education & Support</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,000</p> <p>Materials & Supplies</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p>
<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>	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>Leadership/UASB sections for student activities</p> <p>1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>CADA Conference</p> <p>5000-5999: Services And Other Operating Expenditures Base \$5000</p> <p>Materials/supplies for orientation activities;</p> <p>4000-4999: Books And Supplies Base \$65000</p>
<p>3.8 Expand alternative programs for out-of-school suspensions</p> <p>3.7 Review /monitor attendance records all students with targeted monitoring for each foster youth on a weekly basis</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>Alternative to Suspension program personnel [+5 hours per week MFT]</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$87,433</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 Supplemental \$30,000</p>
<p>3.7 Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates</p> <p>3. 8 Provide social---emotional supports such as</p>	LEA-wide	<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>Enrollment Center/Attendance Support</p> <p>2000-2999: Classified Personnel Salaries Base \$32,535</p> <p>Outside services—Social Worker Interns/YSB/PCRC</p>

<p>Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students</p> <p>3.9 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 checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$60,000</p>
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LCAP Year 3: 2017 - 18

<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 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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>3.1 Continued improved district/ site communication procedures with implementation of Communication Plan</p> <p>3.1.1 Expand Translation and Interpretation services with protocols for accessing all school documents in requested languages.</p> <p>3.1.2 Expand training of District personnel in interpretation skills to assist language minority 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>Outside Services/Contract for Website redesign; improved web-based communication systems</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</p>

			Expenditures Supplemental \$15,000 Student support—materials, classroom supplies 4000-4999: Books And Supplies Supplemental \$25,000
3.2 Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement 3.3 Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home 3.5 Develop parent education modules to include how to use available high school services, how to help teenagers with homework support, parent leadership training, how to help teens prepare for college	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Involvement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Supplemental \$110,000 Outside Services; materials, supplies—Curriculum for Parent Education & Support 5000-5999: Services And Other Operating Expenditures Supplemental \$50,000 Materials/supplies 4000-4999: Books And Supplies Supplemental \$5,000
3.5 Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement 3.6 Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules	LEA-wide	<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)	Leadership/UASB sections for student activities 1000-1999: Certificated Personnel Salaries Base \$154,000 materials/ supplies for orientation activities; 4000-4999: Books And Supplies Base 65,000 CADA Conference 5000-5999: Services And Other Operating Expenditures Base 5000
3.7 Review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis 3.8 Expand alternative programs for out-of-school suspensions	LEA-wide	<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)	Alternative to Suspension program personnel [+5 hours per week MFT] 1000-1999: Certificated Personnel Salaries Supplemental \$87,433 1 FTE Independent Study/ Alternative Educational Program Support 1000-1999: Certificated Personnel Salaries Base \$110,000
3.7 Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates 3.8 Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base \$32,535 Outside services—Social Worker Interns/YSB/PCRC 5800: Professional/Consulting Services And Operating Expenditures

<p>services and Restorative Justice for at-risk students</p> <p>3.9 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>– Redesignated fluent English proficient</p> <p>– Other Subgroups: (Specify)</p>	<p>Supplemental \$50,000</p>
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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.

Original GOAL 1 from prior year LCAP:	Ensure Educational Excellence and Equity for every student: High Quality Learning Environment <ul style="list-style-type: none"> Challenge and support each student by providing equitable access to a rigorous and relevant curriculum align to CCSS and 21st Century skills (CCR) Expect the highest quality staff—teachers, staff, leaders—as the foundation for ongoing and future academic success Integrate and align operational, business, technology and academic systems to support the needs of students, teachers, and schools (basic services/Williams Requirements) 	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify LEAP: 1a,1b; 2d; 3; 5a,5b	
Goal Applies to:	Schools: LEA-wide		
	Applicable Pupil Subgroups:	All students including under-performing sub-groups and targeted populations: Low Income, English Learners, Foster Youth and RFEP.	
Expected Annual Measurable Outcomes:	1. 100% HQT at all school sites. 1.1 Counseling Services: 100 % of 9th grade students will receive educational options and 4-year plans by 05/2015. 1.2 100% of students new to SMUHSD [10-12] will receive counseling on educational options and graduation upon enrollment and school placement. 1.3 100% of Foreign Transcripts evaluated by 2nd week of enrollment 1.4 100% enrollment records w/ conferences 1.5 50% of science, CTE and elective courses reflect alignment to CCSS /NGSS /CCR 1.6 Williams Requirements will continue to be met.[no complaints filed]	Actual Annual Measurable Outcomes: 1. 11 teachers w/1 in ELD classroom identified as non-HQT for 2014-15 school year resulted in reassignments for 2015-16. Two completed required testing/authorizations by 1/2015. (98% HQT) 1.1 4-year plans for current 9th graders not completed. 1.2 80% students new to SMUHSD received educational options information upon enrollment by 05/01/2015. 1.3 Transcript evaluations process revised by 8.1.2014 and standardized through Attendance & Welfare and Instructional Services. 1.4 Enrollment records show 100% parent notification 1.5 75% science, 80% CTE; all 9th/10th PE courses of study reflect CCSS/CCR alignment. 1.6 No complaints received 2014-15 school year.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Counselor training/PD to develop college and career planning for high-risk students, including increasing	Release days, variable compensation for counseling training	1.1 .Professional Development days (6) w/ all counselors attending; 2 full district- wide PD days (October 2014	PD Release Costs

<p>access to college prep, IB and AP courses, and provide appropriate academic support programs</p> <p>1.1.1. Expand Counseling /Placement services to include training in compiling a four year plan & interpretation services for EL Families</p> <p>1.1.2.Counseling Services expanded to include conferences with interpretation services for monitoring College Career Readiness for RFEP students</p> <p>1.1.3. Student/Parent Academic Conferences to communicate educational options. Academic Plans will be incorporated into all spring pre-enrollment activities</p>	<p>as needed 1000-1999: Certificated Personnel Salaries Base 50,000</p> <p>4 FTE counselor Coordinator to develop College / Career Readiness 4-year plan process 1000-1999: Certificated Personnel Salaries Base 44,000</p> <p>After School / Evening counseling hours to support parent/student conferences 1000-1999: Certificated Personnel Salaries Supplemental \$50,000</p>	<p>and March 2015) held with CCSS specific agendas</p> <p>1.1.1 Software Platform--Naviance--at all sites--to support counselors with student college/career planning and preparation.</p> <p>1.1.1 Aeries master schedule training for all site personnel in 2014-15 to streamline student course selection, tracking and registration.</p> <p>1.1.1 No applicants for the .4 FTE counseling coordinator--position went unfilled</p> <p>1.1.2 No evening hours were conducted; services were provided within school day.</p> <p>1.1.3 February - March 2015: All 9 - 11th students used Naviance to complete academic plans.</p> <p>1.1.3 March 2--25, 2015: All incoming 9th graders (8th graders from 5 neighboring elementary districts) received orientation materials; 80% of projected enrollees complete programming.</p>	<p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$75,000</p> <p>Software Installation/Costs</p> <p>5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$42,803</p> <p>Staff Training--Aeries</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base 25,000</p> <p>Aeries/Naviance Training Release Costs 1000-1999: Certificated Personnel Salaries Base 9,000</p> <p>.4 FTE Counseling Coordinator</p> <p>1000-1999: Certificated Personnel Salaries Base 0</p> <p>Orientation Materials</p> <p>4000-4999: Books And Supplies Base 15,000</p> <p>After-school/evening counseling hours</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</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>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>_ Other Subgroups: (Specify)</p>			
<p>1.2 Expand Transcript evaluation services for newly enrolled students to include parent/ student conference of educational options.</p> <p>1.2.1. Foreign Country transcript evaluation services for newly enrolled students will include parent/ student conference, w/trained interpreters, to explain educational options.</p> <p>1.2.2. Expand Counseling /Placement services to include training in compiling a four year plan & interpretation services for EL Families</p>	<p>Translation/Interpretation Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$25,000</p> <p>Foreign Translation/ Interpretation services [included above]</p>	<p>1.2 Translation/ interpretation Services provided throughout year for all requests received.</p> <p>1.2.1 Attendance & Welfare standardized and completed transcript evaluation process with all newly enrolled students--1st US entry</p> <p>1.2.2 Naviance software supported 4-year planning at all school sites through counseling office; training completed 09/2014.</p>	<p>Document Translations [as of 5/20/2015] 5000-5999: Services And Other Operating Expenditures Supplemental \$54,791</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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><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>1.3 Support Alignment of Core content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/ assessment to reflect new CCSS/NGSS</p>	<p>Training to support staff; additional hours as needed; materials</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 300,000</p> <p>2.6 FTE Technology, Math, Science and PD Coordinators to lead CCSS/NGSS training 1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 150,000</p>	<p>1.3 PD Release days for all content areas; councils; intervention courses and SpEd completed throughout 2014-15 school year. 48 days total</p> <p>1.3 Teachers on Special Assignment coached and developed training district-wide at all sites. Council leaders received stipends leading content area councils.</p> <p>1.3 DO support of conference /</p>	<p>Substitutes/ Variable pay</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$250,000</p> <p>FTE support and stipends for content leads 1000-1999: Certificated Personnel Salaries Base \$276,000</p>

		workshop attendance focused on CCSS/ NGSS/ Tech/ PD facilitation 10 conferences/ appx. 100 teachers and administrators	
Scope of Service LEA-wide <hr/> <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)		Scope of Service LEA-wide <hr/> <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)	
1.4 Provide All Basic Services--Williams Requirements met annually		1.4 Williams Requirements met annually; all basic services provided	
Scope of Service LEA-wide <hr/> <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)		Scope of Service LEA-wide <hr/> <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)	
1. All ELD classrooms will be staffed with HQT	Training 5000-5999: Services And Other Operating Expenditures Title II \$2000	1a. One teacher received advisement and support for appropriate certification; reassignment for 2015-16 1b. All site administrators received CCC Authorization Manuals and resources to support appropriate staff assignments	Training 5000-5999: Services And Other Operating Expenditures Title II 0

<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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><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>1.5. Provide funding of school transportation for students in need [FY, Low Income, SWD]</p>	<p>Transportation Support 5000-5999: Services And Other Operating Expenditures Supplemental \$15,000</p>	<p>1.5 Sam Trans Bus Passes for Title I eligible students including Homeless Youth 1.5.1 Summer School Transportation for all eligible Title I students currently enrolled 1.5.2 Summer School Transportation for Pre- 9 students non-Title I eligible 1.5.3 Summer school transportation for Pre-9 Summer Bridge Math program [Grant Funded]</p>	<p>Transportation Services [non-SWD] 5000-5999: Services And Other Operating Expenditures Title I \$11,780 Summer Bridge Filed Trips 5000-5999: Services And Other Operating Expenditures Base \$4320 Summer School Transportation Pre-9 programs--ELA, Math, ELD 5000-5999: Services And Other Operating Expenditures Supplemental \$5200</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Homeless</u></p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> * Review the Counseling Coordinator position to support increasing socio-emotional and mental health needs of students with building a comprehensive plan that evaluates current counseling model to expand and include emphasis on early identification of students at risk. This would be expanded annually to include training and improved services for newcomers to district including FY and EL. * Provide District Office level credential screening for all candidates to ensure appropriate subject-matter expertise and authorization to support school site administration in course assignments. * Continue to provide HQT course authorization training for site administration to prevent mis-assignments and add the newly approved Instructional Coach positions designed to support new and veteran teachers. * Actions, services and expenditures identified in 2014-15 will continue with adjustments to the actual expenditures; i.e., increases in translation/interpretation services, newcomer and placement services; decrease certificated allocations for evening hours in counseling since the services were completed within work-day hours or in after school advisory or peer-tutoring programs.* Discontinue action stating evening counseling hours for next LCAP cycle * Emphasis on CCR & CCSS & PD focused trainings and instructional supports to continue as CCSS and CAASPP is fully implemented.
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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.

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 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>LEA Plan 1a,1b; 2a,2b,2c; 5a,5b,5c</u></p>
<p>Goal Applies to:</p>	<p>Schools: LEA-wide Applicable Pupil Subgroups:</p>	<p>All students including underperforming subgroups.</p>
<p>Expected Annual Measurable Outcomes:</p>	<p>2.1. 80% Pre-9th grade placement tests in ELA/Math completed by 01/2015 2.1.1. 100% 9th Grade ELA/Math students complete post-testing in ELA/MATH--Spring 2015 2.1.2. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/14 2.2 10% Decrease in number of F/D grades in English / Algebra I [9th/10th grade students] 2.2.1. 15% Decrease in number of F/D grades in ELA/Math for LTELs and Latino students 2.3.1. 10% increase in number of students meeting CAHSEE proficiency for targeted subgroups: Latino/Low Income/EL/SWD 2.3.2. 15% Increase in number of students with grades C or above for Academic Core classes [UC/a-g] 9th, 10th 2.3.3 10% Increase in number of students with GPA above 2.0 for all subgroups 2.4.1. 5% increase in overall number of Cohort Graduates 2.4.2 10% increase in number of students targeted subgroup Cohort Graduation rates: Latino/Low Income/EL/SWD 2.5.1 5% increase enrollment of underrepresented subgroups in AP/IB classes 2.5.2. 5% increase in number of students with AP Exam score of 3 or above or 4 and above for IB.</p>	<p>Actual Annual Measurable Outcomes:</p> <p>2.1 80% pre-9th placement tests completed with data to schools 3/12/15 **Two neighbor elementary districts declined SMUHSD - administered placement assessments (51% of 8th graders), using own district measures 2.1.1 100% SMUHSD students in 9th English and math courses complete EOY assessments by May, 2015 2.1.2 All new to district summer enrollees assessed by 8/31/14 (end of 3 weeks of school start; initial assessments of students throughout year completed within 2 weeks of enrollment) 2.2. F/D Grade charts / Dissaggregated data for Hispanic/Latino subgroup [See Data Addendum] 2.3.1. CAHSEE rates did not increase and remained at 77% and 76% proficiency; [Former metric to be suspended 2015-16] 2.3.2. GPA Subgroup data as a metric not collected; Academic Core Grade Report to Board not requested 2014-15. 2.4.1. Cohort graduation rates - District Cohort Class of 2014 Graduation rate 94.7% from 92% in Class of 2012 [see addendum for disaggregation by school site] 2.5.1 17% increase in number of students taking AP exams 2014; While more students and more exams were taken in 2014, Districtwide total of exams with score of 3 or above increased</p>

<p>2.5.3 10% increase in number of students completing IB Diploma candidate requirement</p>	<p>13%. [2015 AP/IB results not available until 07/31/2015].</p> <p>2.5.2. CHS IB results show and increase of 20% for students taking IB Exams passing with a score of 4 or above 2013 to 2014.</p> <p>2.5.3 Number of registered Candidates for CHS IB program increased from 118 to 167 or 41%. [See Data Addendum for complete AP/IB information by school site]</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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.</p> <p>2.1.1 Provide PD on impact of trauma on students, including Foster Youth (FY),and their learning</p> <p>2.1.2 Provide instructional supplies for students in need. (FY) (low income)</p>	<p>PD consultant services; release days/ substitute pay;</p> <p>1000-1999: Certificated Personnel Salaries Base 30,000</p> <p>.2 FTE math Coordinator release</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds 20,000</p>	<p>2.1 3rd District PD day added to 2014-15 year on 04/26/2015.</p> <p>2.1. .2 FTE Science Content specialist [See 2.2 action below for Constructing Meaning PD and training]</p> <p>2.1 Summer Institute II for additional certified teacher training in place for 06/2015</p> <p>2.1. Administrators trained for classroom observations w/CM: 11/2014; 03/2015</p> <p>2.1.1 Assistant Principals trained on mental health interventions</p> <p>2.1.1 No staff training specific to trauma Foster Youth face 2014-15.</p> <p>2.1.2 Allocations to each site for supplies, materials for students in need</p>	<p>PD District-wide Day</p> <p>1000-1999: Certificated Personnel Salaries Base \$200,000</p> <p>Science Content Specialist</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$22,000</p> <p>Summer Institute II --Instructional Strategies</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$10,000</p> <p>Classroom materials & supplies</p> <p>4000-4999: Books And Supplies Supplemental \$10,000</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	
<p>X All OR: -----</p>		<p>X All 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) 		<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>2.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas including ELD intervention support</p>	<p>PD Outside Services for EL Achieve/Constructing Meaning</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$45,000</p> <p>Ongoing support agreement for Online services</p> <p>5000-5999: Services And Other Operating Expenditures Base \$40,000</p> <p>Teacher Trainer Summer Institute— EL Achieve / CM</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 20,000</p>	<p>2.2 Two Constructing Meaning Institutes completed in 2014-15 school year--one 3 day in fall 2014; one 5 day in spring 2015; 58 teachers trained from all 7 sites</p> <p>2.2 Consultants presented 2 Institutes to train teachers [09/2014;01/2015]</p> <p>2.2 Materials provided by district Substitute pay for teacher attendees Registration and expenses for 5-day summer institute to certify teachers in CM methodology--11 teachers attended; 3 administrators. [06/2014]</p>	<p>Consulting Services</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$33,405</p> <p>Materials:</p> <p>4000-4999: Books And Supplies Lottery \$30,000</p> <p>Substitutes/Variable Pay</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$40,000</p> <p>Conference Expenses</p> <p>5000-5999: Services And Other Operating Expenditures Common Core Standards Implementation Funds \$33,047</p>
<p>Scope of Service LEA-wide</p> <hr/> <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) 		<p>Scope of Service LEA-wide</p> <hr/> <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) 	
<p>2.3 Develop and implement RTI systems of support for research-based, data driven instruction to</p>	<p>Instructional materials/ supplementary textbooks; classroom technology 4000-4999: Books And</p>	<p>2.3 5.2 FTE for IE/IA/SES/SAS</p> <p>2.3.1 Alternative assessment</p>	<p>Intervention Teachers 5.2 FTE</p> <p>1000-1999: Certificated Personnel</p>

<p>support every student; i.e., intensive & strategic ELA and math classes</p> <p>2.3.1 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>2.3.2 Support Intervention classes; i.e., Guided Studies & OSCR for early intervention and credit recovery to prevent drop-outs and accelerate student achievement to include LTEL population</p> <p>2.3.3 Support early intervention/support summer programs for pre-9 students</p> <p>2.3.4 Expand support classes in 9th and 10th grade ELA to increase proficiency rates on CAHSEE—10th grade census</p>	<p>Supplies Base 160,000-200,000</p> <p>Teacher Release, substitutes; classified variable pay 1000-1999: Certificated Personnel Salaries Supplemental 50,000</p> <p>10. FTE for support classes 1000-1999: Certificated Personnel Salaries Base 1,100,000</p> <p>7.2 FTE designated for Guided Studies /OSCR intervention 1000-1999: Certificated Personnel Salaries Base 902,000</p> <p>Summer School pre-9 programs: ELA/ Algebra/EL 4000-4999: Books And Supplies Supplemental 24,540</p> <p>1.8 FTE Transitional 9th and Sheltered & CAHSEE support classes 1000-1999: Certificated Personnel Salaries Supplemental 242,000</p>	<p>agreements for placements of pre-9 students with 2 districts; Objective criteria refined and replaced subjective teacher recommendations.</p> <p>2.3.2 .4 FTE all comprehensive sites for OSCR</p> <p>2.3.2 .4 FTE GS with 2 sites expanding to .8 FTE; 4 ½ day teacher release planning days 2014-15; Added stipends for 2 Lead Teachers for GS</p> <p>2.3.3 Summer Bridge Grant program for math remediation \$50,000 Materials include online student licenses</p> <p>2.3.3 Step-to-Algebra and Step-to-English; Credit recovery [.8 FTE]</p> <p>2.3.3 Teacher variable pay for prep</p> <p>2.3.3 Lead Teacher variable pay for ELD summer program planning</p> <p>2.3.3 Instructional supplies</p> <p>2.3.4 After School Tutoring—6 sites</p>	<p>Salaries Base \$572,000</p> <p>Staffing for OSCR, GS intervention programs</p> <p>1000-1999: Certificated Personnel Salaries Base \$1,982,000</p> <p>Summer program materials, supplies</p> <p>4000-4999: Books And Supplies Supplemental \$11,180</p> <p>After School Tutoring</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$96,933</p> <p>After School Peer Tutors (students)</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$199,112</p> <p>Transitional 9, Sheltered & CAHSEE Support</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$242,000</p> <p>Math Coordinator Articulation stipend</p> <p>1000-1999: Certificated Personnel Salaries Common Core Standards Implementation Funds \$22,000</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 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>2.4 Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement</p> <p>2.4.1 Continue expansion of AVID Program to include recruitment of RFEP students</p> <p>2.4.2 Support ongoing intervention/ support summer programs for RFEP students</p>	<p>Summer pre-9 program materials, supplies</p> <p>4000-4999: Books And Supplies Supplemental 55,000</p> <p>1.2 FTE AVID Classes for College/Career Readiness</p> <p>1000-1999: Certificated Personnel Salaries Base \$125,000</p> <p>Classroom Materials, Supplies</p> <p>4000-4999: Books And Supplies Supplemental 30,000</p>	<p>2.4 Three high school sites created and implemented AP/IB summer courses [2014] to support students--SMHS; BHS; CHS</p> <p>2.4.1 AVID sections receive allocations for field trips, materials at each AVID site</p> <p>2.4.1 3.4 FTE AVID sections among 4 sites total</p> <p>2.4.1 Stipends provided for lead AVID teachers to support enrichment activities & monthly meetings</p> <p>2.4.2 No summer program provided specifically for RFEP other than credit recovery summer school.</p> <p>2.4.2 Additional Services: EL Specialists at each site to monitor English Learner (including RFEP) achievement; full time and part-time depending on student population; i.e., 37.5 hours weekly for SMHS; 7 hours weekly at PAHS;</p>	<p>Stipends/ Variable Pay</p> <p>1000-1999: Certificated Personnel Salaries Base \$30,000</p> <p>Materials/Supplies</p> <p>4000-4999: Books And Supplies Supplemental \$5000</p> <p>3.4 FTE AVID teachers</p> <p>1000-1999: Certificated Personnel Salaries Base \$374,000</p> <p>EL Specialists at all sites</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$250,425</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 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>	
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<ul style="list-style-type: none"> _ All _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ All <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
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<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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<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><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Provide expanded support for newly enrolled students as recommending by Newcomer Task Force to include socio-emotional support; Students with Interrupted Formal Education (SIFE) Math course at SMHS; • Add Sheltered Mathematics classes to support ELs; • Incorporate/include EL Specialist positions as service and action to support RFEP, LTEL, and EL achievement. • Conduct an academic audit of current English and math intervention classes (Intensive and Strategic) to improve student outcomes.. • Add socio-emotional component to intervention classes and schoolwide program at Alternative High School for concentrated population of LTEL and RFEP. • Add the services/actions for SWD in order to increase co-taught/inclusion model at all sites to accelerate SWD performance on current metrics; ELA/Math CAASPP 		

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.

Original GOAL 3 from prior year LCAP:	Provide Effective Communication and Strong Relationships with Stakeholders <ul style="list-style-type: none"> • Parent Supports • Student Engagement • Positive School Climate 	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 _ COE only: 9 _ 10 _ Local : Specify <u>LEAP</u> <u>1a,1b,2e,2f,5a,5b,5c</u>
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All students including subgroups
Expected Annual Measurable Outcomes:	3.1. 20% Increase in parent response to district surveys 3.2. 20% increase in parent satisfaction rates on district surveys 3.2.1. 20% Increase in parent attendance at school advisory meetings 3.2.2. 100% district/school documents translated in required languages 3.2.3. 100% sites meet School Site Council composition requirements for parents 3.3. 50% of 9th graders participate in school clubs/activities 3.3.1.20% Increase in student community service activities 3.4. 10% Decrease in student unverified absence rates 3.4.1. 10% Decrease in number of out-of-school suspensions for targeted subgroups 3.4.2. 15% Decrease in number of total suspension days per school site	Actual Annual Measurable Outcomes: 3.1. 2014-15 provided a baseline year for district surveys of parent Engagement and Satisfaction; 720 responses show belief that SMUHSD schools are "excellent" at 4.20 of 5 possible. 3.2.1 DELAC meeting attendance increase by 20%; ELAC meetings report increased attendance: MHS compiled number of attendees this year at 20-40 parents per meeting; AHS at 20-40; and CHS at 30-40 families. 3.2.2 Translation of required documents has improved, but not 100% in 2014-15. 3.3 Sites do not have club participation data for 2014-15; BHS reports 60% of 9th graders participate in athletics; MHS reports appx. 65--90% of all students participate in clubs and/or sports. 3.4 Attendance at comprehensive sites is above 94%; however, PAHS average attendance is below 70% [See Data Addendum for Disaggregated results by school site] 3.4.1 Chronic Absenteeism Rates in 2014-15 were 5.35% 3.4.2 Truancy rates decreased 24% from 2013-14 CBEDS-ORA to 2014-15 reporting. 3.4.3 Out of School Suspensions: 29% decrease in number of students suspended from reporting years 2013 to 2014; EOY 2015 not available until 07/01/2015]

		3.4.4 Total Suspension days decreased by 24% 2013-14 to 2014-15.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>3.1 Develop and implement improved district/site communication procedures</p> <p>3.1.2 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>Outside Services/Contract for Website redesign; improved web-based communication systems</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p>	<p>3.1 District Office Position Communication Manager added 09/2014</p> <p>3.1 District Communication Plan Developed and presented to Board 05/11/2015</p> <p>3.1 3.1 Website improvement with multiplied social media postings; i.e., Facebook, Twitter with tripled followers</p> <p>3.1 Commenced eNewsletter distributed 2-3x monthly (450 subscribers)</p> <p>3.1 Reignited Superintendent's Newsletter: News and Notes</p> <p>3.1 Increased Board / Districtwide news posted on website to highlight activities and accomplishments--both students & staff</p> <p>3.1 Added Classified Support position to facilitate outreach and communication to stakeholders</p>	<p>Communication Positions</p> <p>1000-1999: Certificated Personnel Salaries Base \$140,000</p> <p>Website: School Loop</p> <p>5000-5999: Services And Other Operating Expenditures Base \$35,000</p> <p>Classified Support positions</p> <p>2000-2999: Classified Personnel Salaries Base \$30,000</p>
<p>Scope of Service</p> <p>LEA-wide</p>		<p>Scope of Service</p> <p>LEA-wide</p>	
<p>X All</p> <p>OR: -----</p>		<p>X 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) 		<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>3.2 Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p> <p>3.2.2 Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home</p> <p>3.2.3 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 Supplemental \$89,005</p> <p>Outside Services/Contracts</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p> <p>Workshop Supplies</p> <p>4000-4999: Books And Supplies Supplemental \$10,000</p>	<p>3.2 Parent Involvement Coordinator (PIC) job description replaced the Parent Involvement Coordinator (PIC) job description with responsibilities revised to encompass DELAC recommendations.</p> <p>3.2 PIC at 4 sites: 16 hours per week: HHS, MHS, AHS, BHS</p> <p>3.2 PIC at SMHS, CHS, 26 hours per week: PAHS 19 hours per week to serve higher percentage of eligible student subgroups and families</p> <p>3.2 Parent education through PIQE and Family Literacy Night programs completed at three sites--BHS, CHS, SMHS</p> <p>3.2 PIC training included with DELAC & ELAC Parent Leadership training conducted through PCRC.</p>	<p>Classified Positions--PIC</p> <p>2000-2999: Classified Personnel Salaries Title III \$63,942</p> <p>Classified PIC</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$18,096</p> <p>PCRC Consultant Services for Parent Training</p> <p>5000-5999: Services And Other Operating Expenditures Title III \$45,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>3.3 Expand Translation and Interpretation services with protocols for accessing all school documents in requested languages</p> <p>3.3.1 Expand training of District personnel in interpretation skills to assist language minority families</p>	<p>Contract services Interpreter Certification/ Training</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$15,000</p> <p>Materials/supplies</p> <p>4000-4999: Books And Supplies Supplemental \$5,000</p>	<p>3.3 Annual 5-day Interpreter Training Workshop for staff interested in certification: June 2014 and will be offered June 2015 as well. 10 reaching Gold Certification; 4 Silver and 14 Bronze for 2014-15 for internal interpreters for District.</p> <p>3.3.1 Translation / Interpretation Services for all requested activities and documents--site and district [as of 5/20/15]</p> <p>3.3.2 Simultaneous Interpretation services for District/ Community meetings</p>	<p>Consultant to conduct workshop</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000</p> <p>Workshop Materials/Supplies</p> <p>4000-4999: Books And Supplies Supplemental \$2000</p> <p>Translation of Documents</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental \$54,591</p> <p>Interpreters for Community / District Meetings [See Above Total for Translations</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.7 Expand alternative programs for out-of-school suspensions</p>	<p>1 FTE Independent Study/ Alternative Educational Program Support</p> <p>1000-1999: Certificated Personnel Salaries Base \$110,000</p> <p>Alternative to Suspension program Personnel</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$77,033</p>	<p>3.7Independent Study Program .2 FTE assigned vs. full 1.0 FTE due to program size</p> <p>3.7.1 Alternative to Suspension Program Implemented and expanded; 1.0 FTE</p>	<p>Independent Study Assignment</p> <p>1000-1999: Certificated Personnel Salaries Base \$22,000</p> <p>Alternative to Suspension Case manager 1000-1999: Certificated Personnel Salaries Supplemental \$110,000</p>

<p>Scope of Service LEA-wide</p>		<p>Scope of Service 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><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>3.5 Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates 3.5.1 Review /monitor attendance records for each foster youth on a weekly basis</p>	<p>Enrollment Center Investigator/Attendance Support 2000-2999: Classified Personnel Salaries Base \$32,535</p>	<p>3.5 SARB Hearings throughout school year to provide intervention and support for students and families/caregivers 3.5 No additional staff hired for enrollment center; all support incorporated into existing staff duties 3.5.No homeless or foster youth required SARB hearings 2014-15</p>	<p>Classified Personnel 2000-2999: Classified Personnel Salaries 0</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-side</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><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>3.6 Students will receive social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services.</p>	<p>Outside services—Social Worker Interns/YSB/PCRC 5800: Professional/Consulting Services And Operating</p>	<p>3.6 YSB services including intern assignments to school sites with Guided Studies programs expanded at all sites with program 3.6 PCRC provided support and connections to community resources</p>	<p>YSB Counseling/Mental Health services 5800: Professional/Consulting Services And Operating Expenditures Supplemental PCRC Consulting services for students [See Total Expenditure AmountAbove]</p>

	Expenditures Supplemental \$50,000	(non-counseling model) for GS at AHS; SMHS contracted for support of Newcomer Program that serves government assigned immigrant youth including SIFE students. 3.6 Alternative To Suspension Case Manager added Restorative Practice trainings to duties/responsibilities due to student needs	5800: Professional/Consulting Services And Operating Expenditures PCRC Consulting for AHS Guided Studies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5000								
<table border="1"> <tr> <td data-bbox="86 527 233 605">Scope of Service</td> <td data-bbox="233 527 562 605">LEA-wide</td> </tr> <tr> <td colspan="2" data-bbox="86 605 562 917"> <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) </td> </tr> </table>	Scope of Service	LEA-wide	<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)			<table border="1"> <tr> <td data-bbox="1031 527 1182 605">Scope of Service</td> <td data-bbox="1182 527 1522 605"></td> </tr> <tr> <td colspan="2" data-bbox="1031 605 1522 917"> <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) </td> </tr> </table>	Scope of Service		<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)		
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<p>3.8 Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement</p> <p>3.9 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 1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>Materials/ Supplies for Activities 4000-4999: Books And Supplies Base \$65,000</p> <p>CADA Conference for Advisors 5000-5999: Services And Other Operating Expenditures Base \$5000</p>	<p>3.8 All schools include Leadership section (s) to support site extra-curricular and co-curricular activities throughout the year</p> <p>3.8.1 UASB representatives from all sites meet monthly to coordinate and share events and activities</p> <p>3.8.2 Two Student members are appointed annually to serve on Board of Trustees (1 serves each semester) to provide student voice and perspective</p> <p>3.8.3 All sites offer student-interest based clubs; however, no procedure for collecting attendance or student membership was in place 2014-15.</p>	<p>Teacher/Advisor for Leadership</p> <p>1000-1999: Certificated Personnel Salaries Base \$154,000</p> <p>CADA Conference Attendance</p> <p>5000-5999: Services And Other Operating Expenditures Base \$5000</p> <p>Materials / Supplies for Activities</p> <p>4000-4999: Books And Supplies Base \$32,000</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 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>	
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Input and review indicate continuing and expanding identified actions and services, specifically in Parent Involvement Coordinator support and work with parent education and support. Stakeholder input from DELAC and ELAC advisories recommends this as well. • Improved qualitative and quantitative data collection will be implemented to gather student engagement information. • Past progress with the Alternative to Suspension program indicates restorative justice practices are decreasing disciplinary actions and should receive continued support. 		

	<ul style="list-style-type: none">• Data indicates that focused and expanded support is needed at PAHS--the District's "transfer" alternative high school for re-• engagement of most highly at-risk students who have transferred from the comprehensive high schools; including a school population with 45% Low Income; average attendance rate of less than 70% and 51% LTEL and RFEP students who have not succeeded academically at comprehensive sites. <p>? MFT counseling support will be added to services and actions to student engagement as well; not only at PAHS but at all sites to address increasing mental health needs of students.</p> <p>? Actions and services will also add examination of current counseling model and development of a comprehensive student wellness plan for the district. This will reduce the reliance on outside agencies for the early identification and services for students with increasing needs such as stress and school anxiety.</p> <p>? Specific actions and services to reduce chronic absenteeism and truancy should be included as well.</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>\$2,477,384</u>
<p>San Mateo Union High School District will receive \$2,477,384 in Supplemental Local Control funding Formula Funds for the 2015-16 school year. This amount will increase to approximately \$2,959,230 in 2016-17 and increase to approximately \$3,362,461 in 2017-18. These funds are calculated based on the unduplicated number of English Learners, students identified as low income, and foster youth. The District will not qualify for concentration grant funding.</p> <p>SMUHSD will continue to offer a variety of programs and supports specifically for English Learners, low income students and foster youth. These include: ELD teachers at the three program sites and CLAD certified teachers in all general education classrooms throughout the district. Additionally, programs for mental health support, social worker interns, Parent Involvement Coordinators for family engagement, Language and Literacy Coaches at the three sites with 30% qualified Title I students, summer bridge programs in Math and ELA, and AVID are successful district-funded supports all based upon instructional practices that are supported by research.</p> <p>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. District-wide implementation of these practices will not only have an impact on the learning environment and the climate of the LEA as a whole, but will also have positive impact on learning and achievement of the targeted subgroups.</p> <p>The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (70% or more), 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 full list of expenditures is aligned with the goals of the SMUHSD Local Control And Accountability Plan and addresses the needs of our district’s English Learners, low Income students and foster youth.</p>	

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.

3.81	%
Year	
1	

Foster Youth---SMUHSD has a very small number (less than 10 students annually) in this category---activities and the goals for Engagement; i.e., outreach, restorative justice programs as interventions for disciplinary actions, etc. serve the needs of this focus population.

Low Income Youth: Past measures of achievement for this subgroup (SED) have shown the greatest growth over the past three years--CAHSEE(which may be suspended for the next three years of the LCAP cycle), 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.

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 2015-16.

RFEP: Because these students are in core content general education classes, all teachers must be trained 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.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	3,982,113.00	5,658,625.00	6,309,919.00	6,342,765.00	6,605,996.00	19,258,680.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	2,657,535.00	3,905,320.00	2,815,535.00	2,478,535.00	2,408,535.00	7,702,605.00
Common Core Standards Implementation Funds	470,000.00	484,850.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
Lottery	0.00	30,000.00	230,000.00	0.00	255,000.00	485,000.00
Other	0.00	0.00	752,000.00	875,000.00	550,000.00	2,177,000.00
Supplemental	852,578.00	1,107,733.00	2,477,384.00	2,959,230.00	3,362,461.00	8,799,075.00
Title I	0.00	21,780.00	0.00	0.00	0.00	0.00
Title II	2,000.00	0.00	5,000.00	0.00	0.00	5,000.00
Title III	0.00	108,942.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	3,982,113.00	5,658,625.00	6,309,919.00	6,342,765.00	6,605,996.00	19,258,680.00
1000-1999: Certificated Personnel Salaries	3,404,033.00	4,616,933.00	4,711,959.00	4,771,433.00	4,857,536.00	14,340,928.00
2000-2999: Classified Personnel Salaries	136,540.00	561,575.00	437,960.00	437,960.00	437,960.00	1,313,880.00
4000-4999: Books And Supplies	189,540.00	105,180.00	905,000.00	870,000.00	1,045,000.00	2,820,000.00
5000-5999: Services And Other Operating Expenditures	132,000.00	246,941.00	60,000.00	85,000.00	160,500.00	305,500.00
5800: Professional/Consulting Services And Operating Expenditures	120,000.00	127,996.00	195,000.00	178,372.00	105,000.00	478,372.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	3,982,113.00	5,658,625.00	6,309,919.00	6,342,765.00	6,605,996.00	19,258,680.00
1000-1999: Certificated Personnel Salaries	Base	2,515,000.00	3,759,000.00	2,248,000.00	1,966,000.00	2,006,000.00	6,220,000.00
1000-1999: Certificated Personnel Salaries	Common Core Standards Implementation Funds	470,000.00	409,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	652,000.00	625,000.00	300,000.00	1,577,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Supplemental	419,033.00	448,933.00	1,811,959.00	2,180,433.00	2,551,536.00	6,543,928.00
2000-2999: Classified Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	32,535.00	30,000.00	142,535.00	142,535.00	32,535.00	317,605.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	30,000.00	30,000.00	30,000.00	90,000.00
2000-2999: Classified Personnel Salaries	Supplemental	104,005.00	467,633.00	265,425.00	265,425.00	375,425.00	906,275.00
2000-2999: Classified Personnel Salaries	Title III	0.00	63,942.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	65,000.00	47,000.00	420,000.00	365,000.00	365,000.00	1,150,000.00
4000-4999: Books And Supplies	Lottery	0.00	30,000.00	230,000.00	0.00	255,000.00	485,000.00
4000-4999: Books And Supplies	Other	0.00	0.00	0.00	250,000.00	250,000.00	500,000.00
4000-4999: Books And Supplies	Supplemental	124,540.00	28,180.00	250,000.00	255,000.00	175,000.00	680,000.00
4000-4999: Books And Supplies	Title II	0.00	0.00	5,000.00	0.00	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Base	45,000.00	44,320.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Common Core Standards Implementation Funds	0.00	75,850.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	85,000.00	59,991.00	55,000.00	80,000.00	155,500.00	290,500.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	21,780.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	2,000.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	45,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	25,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	100,000.00	0.00	0.00	100,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	120,000.00	102,996.00	95,000.00	178,372.00	105,000.00	378,372.00

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).

01-13-15 [California Department of Education]