

§ 15497. Local Control and Accountability Plan and Annual Update Template**Introduction:****LEA: San Mateo Union High School District****Contact: Scott Laurence, Superintendent, slaurence@smuhsd.org, 650.558.2299****LCAP Year: 2014-2015*****Local Control and Accountability Plan and Annual Update Template***

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.

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. 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 should comply with instructions and 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. 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.

Executive Summary: San Mateo Union High School's (SMUHSD) commitment to monitoring progress as we move forward with the Local Control Accountability Plan (LCAP) is a high priority for all stakeholders—staff, families, and community members. This initial 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 base line performance on the new Common Core State Standards (CCSS) with the new California Assessment of Student Performance and Progress (CAASPP) becomes fully operational in 2015-16. The work in this plan represents ongoing improvement efforts and initiatives that are aligned to our Local Education Agency (LEA) Plan, each school's Single Plan for Student Achievement (SPSA), and action plans required for WASC accreditation.

SMUHSD supports an existing and strong structure of parent involvement at all sites and at the district level. Statutory requirements are met with School Site Councils (SSC), active at all school sites, and English Language Advisory Committees (ELAC) led by site administration. These stakeholder groups meet regularly to examine and analyze student achievement data, assess needs and develop or revise annual goals as needed. Additionally, a rich web of ancillary parent involvement exists through numerous parent foundations, booster clubs for extra- and co-curricular, and volunteer opportunities at each high school in the district. This structure for stakeholder engagement has provided input and guidance in the developing and reviewing of the LCAP, but, more importantly, will be instrumental in providing continued support for implementation and annual reviews.

As we implement this plan, we will have regular “checkpoints” with the community, staff and Board to 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.

Much of the current work of the District is embedded into this initial LCAP. Current funding sources and potential gaps will be determined with all work focused and aligned toward the goals set forth in the plan.

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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Timeline	Involvement Process	Impact on LCAP
September 2013- April 2014	1. Superintendent Laurence’s monthly meetings with the PTA executive council for advisement, updates and feedback; therefore, LCAP has been included in these regular meetings. <i>[Data examined: LCFF priorities; API/AYP/CAHSEE/Cohort Graduation results; Demographics of District and its schools; District Goals]</i>	1. Superintendent meetings with parent groups throughout winter and spring 2014 has 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
3 rd Tuesday of each month— September—May, 2013-14	2. District Leadership Monthly meetings with all site administrators, Cabinet, Council (including all Instructional Services and Tech Directors) <i>[Data Examined: LCFF priorities; API/AYP/CAHSEE/STAR/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]</i>	2. Informational training meetings early in the year allowed SMUHSD stakeholders to understand the new budgeting process and the status of SBE meetings to develop the template and guidelines. Spring meetings focused on how do we support the current programs previously funded through categoricals By educating administrative teams in the eight State priorities, collaborative discussions focused on identifying existing measures for student achievement and new measures in light of the transition from STAR to CAASPP. Site teams developed strategies to include these priorities and metrics in site plans including both SPSAs and WASC mid-term reports.
March 2014 February 10, 2014; March 17 & 24, 2014 April 22, 2014	3. Site administrators facilitated the following meetings with stakeholders: 3.1. Principal Advisory Committees, Student Council and Staff meetings; ELAC parent meetings <i>[Data reports: site specific achievement data including CELDT, CAHSEE, STAR, EAP and graduation rates]</i> 3.2. School Site Council meetings included LCAP on agenda for explanation; Department Chair Meetings; the PIQE—Latino Parents’ group—reviewed	3. Through explanation of new funding formula, stakeholders agreed that needs and goals focused on student achievement, professional development to include instructional strategies and counseling for college and career advisement were priorities. The PIQE-Latino Parents, reviewed questions & discussed needs and goals for LCAP development—recommended priorities were to include information about college application process and financial aid. .SMHS also recommended parent involvement needs to be supported to reach

Timeline	Involvement Process	Impact on LCAP
<p>Feb.26,2014; March 25, 2014; April 23, 2014 April 16,2014</p> <p>September 2013; October 2013, November 2013, January 2014 and February 2014.</p> <p>Monthly Curriculum Council meetings— August 2013- May 2014</p> <p>April, 2014/ May 20, 2014</p> <p>May 12, 2014 May 15, 2014</p>	<p>questions & discussed needs and goals for LCAP development. <i>[Data reports: site specific achievement data including CELDT, CAHSEE, STAR, EAP and graduation rates]</i></p> <p>4. The District English Language Advisory Committee (DELAC) meets monthly as well. Beginning in February, the LCAP was presented with questions followed by small group discussion. The members then took these translated questions back to their respective site ELAC meetings for additional discussion and feedback. <i>[Data examined: CELDT, CAHSEE, graduation rates, Title III—AMAO 1,2,3]</i></p> <p>5. Governing Board and District leadership---Attendance & Welfare, Student Services, Instructional Services including teachers on special assignment in the areas of English, Math, Professional Development, Assessment & Data, Special Education, On Site Credit Recovery (OCSR), Instructional Technology, Career & Technical Education, content area curriculum councils (Social Studies, Health, World Language, Physical Education, Guidance, Library, AVID, GATE, Science, Visual and Performing Arts (VAPA),English Language Development (ELD), Guided Studies.) <i>[Data Examined: LCFF priorities; API/AYP/CAHSEE/STAR/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]</i></p> <p>6. Board affirmed the existing Budget Advisory Committee (BAC) to be tasked with garnering input for LCAP. A meeting was convened specifically for the purpose of reviewing the LCAP and included parents or community representatives from each targeted subgroup--foster youth, English Learners and low income.</p> <p>7. CTA / CSEA Leadership—District Leadership met individually with both bargaining units' leadership to answer questions and review the requirements of the LCAP as well as discuss concerns and receive input.</p>	<p>more families</p> <p>4. DELAC assured that the parents of our language minority students had input and their recommendations and needs are represented in the goals of the final plan, as well as in determining the measures or metrics that will show improved progress for our district's English Learners: Recommendations:</p> <p>4.1. Parent education on financial aid, school services, general orientation to each school; college expectations for students</p> <p>4.2. Early intervention programs to keep students from falling behind</p> <p>4.3. Counselor services to help students academically & socially</p> <p>4.4. Support classes in reading and math</p> <p>4.5. Parent outreach—actively recruit and support parent leadership and involvement</p> <p>4.6. Celebrations of student success---academic and social</p> <p>4.7. More programs for students on homework support and for succeeding in school</p> <p>5. 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 to identify and prioritize needs and goals to meet the 8 LCAP priorities. Both qualitative and quantitative data from the site level to the district level that is included in site SPSAs and SARCs have informed the initial LCAP goal-setting as well.</p> <p>6. Changes were made to the District Goals of the LCAP to reflect BAC recommendations which included these:</p> <p>6.1. Parents and students should be included as partners in the actions and services outlined in District Goal 3</p> <p>6.2. Stretch goals will challenge students to aspire to exceed expectations vs. just meeting them</p> <p>6.3. Technology investments</p> <p>6.4. Engage students proactively in reviewing plan progress and goal checkpoints</p> <p>6.5. Early intervention is important—include articulation at 8th grade level or earlier</p> <p>6.6. Student engagement should be measured in participation in clubs, activities and community service</p> <p>6.7. Parent education in supporting their children's special needs for success at school</p>

Timeline	Involvement Process	Impact on LCAP
		7. CTA recommended (1) continued teacher support to be included through Goal 1 and professional development opportunities; (2) inclusion of CTA leadership on LCAP advisories; CSEA recommended continued communication and agreed with identified needs expressed through goals 1, 2, and 3.

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Need:</u> While 97% of teachers in SMUHSD meet HQT requirements, 3% are assigned to areas outside of their credentialed areas</p> <p><u>Metric:</u> Credentials—CALPADS annual Credential Report 4.5</p> <p><u>Need:</u> Early education of students /parents of college / career pathways and academic requirements</p> <p><u>Metric:</u> Number /percent of students with 4-year plans completed by grade level annually</p> <p><u>Need:</u> Improved transcript evaluation and placement procedures to include communication of academic options for graduation</p> <p><u>Metric:</u> Records of completed Transcript Evaluations; number of parent/student conferences</p>	<p>District Goal #1: Ensure Educational Excellence and Equity for every student:</p> <p>High Quality Learning Environment</p> <ul style="list-style-type: none"> Highly Qualified teachers College/ Career Readiness for all students Support for teaching the new CCSS / NGSS—all teachers 	All students including underperforming sub-groups.	LEA-wide	<ol style="list-style-type: none"> [100% HQT-no funding required] College Career Readiness: 100% of Counselors Trained <ol style="list-style-type: none"> 9th grade 4-year plans completed—100% by 04/2015 Pre-9th grade—100% CCR orientation by Spring 2015 Newly enrolled students [9-12] – number of new students Transcript Evaluation <ol style="list-style-type: none"> 100% of Transcript evaluation services Number of conferences completed = transcript evaluations 	<ol style="list-style-type: none"> [100% HQT-no funding required] CCR: Counselor updates 100 % of 9th grade students by 05/2016 <ol style="list-style-type: none"> 100% of students new to SMUHSD [10-12] Transcript Evaluation <ol style="list-style-type: none"> 100% enrollment records w/ conferences 	<ol style="list-style-type: none"> [100% HQT-no funding required] 100% of incoming 9th graders will have completed 4 year academic plans before the end of the 10th week of the Fall Semester, and 100% annually updated for 10th, 11th graders. Transcript Eval/Conf. <ol style="list-style-type: none"> 100% Enrollment w/ Conference records 	<p>A. CONDITIONS OF LEARNING: Priority 1. Basic Services/Highly Qualified Teachers</p> <p>A. CONDITIONS OF LEARNING: Priority 7. Course Access</p> <p>A. CONDITIONS OF LEARNING: Priority 2 : Implementation of</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: CCSS /NGSS aligned curriculum and assessments to prepare all students for College and Career Readiness</p> <p>Metric: Percent of courses by content area reflecting alignment; Professional Development Sign-In and Post-PD Evaluation Surveys</p>	District Goal #1 (cont.):	All students including underperforming sub-groups.	LEA-wide	<p>4. 50% of all content areas—ELA, MATH, Social Science—CCSS/CCR aligned curriculum/assessments</p> <p>5. All Basic Services: the Williams Requirements are met annually [no complaints filed]</p>	<p>4. 50% of science, CTE and elective courses reflect alignment to CCSS /NGSS /CCR</p> <p>5. Williams Requirements will continue to be met.[no complaints filed]</p>	<p>4. 100% of All curriculum /assessments reflect Board Approved alignment to CCSS, NGSS, and CCR</p> <p>5. Williams Requirements will continue to be met.[no complaints filed]</p>	<p>State Standards</p> <p>A. CONDITIONS OF LEARNING: Priority 1. Basic Services/Pupils have access to standards aligned instructional materials</p>	
<p>Need: Early identification of students for academic support including both remediation and acceleration; Summer Pre-9 programs; AVID, GATE, Guided Studies & Intervention</p> <p>Metric: Grade Level Reading/Math readiness scores; MDTP; Gates/ McGinnitie; state testing—CELDT, SBAC (2015)</p> <p>Need: Accelerated grade level proficiency for significant subgroups, especially among Latino and long term English</p>	<p>District Goal #2: 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 	All students including underperforming subgroups.	LEA-wide	<p>1. 80% Pre-9th grade placement tests in ELA/Math completed by 01/2015</p> <p>1.1. 100% 9th Grade ELA/Math students complete post-testing in ELA/MATH--Spring 2015</p> <p>1.2. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/14</p>	<p>1. 90% Pre-9th grade placement tests in ELA/Math completed by 01/2016</p> <p>1.1. 100% 9th Grade ELA/Math students complete post-testing in ELA/MATH—spring 2016</p> <p>1.2. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/15</p>	<p>1. 90% Pre-9th grade placement tests in ELA/Math completed by 01/2017</p> <p>1.1. 100% 9th Grade ELA/Math students complete post-testing in ELA/MATH—spring 2017</p> <p>1.2. 100% late 9th grade enrollees complete ELA/math placement tests by 08/12/16</p>	<p>B. PUPIL OUTCOMES: Priority 4. Pupil Achievement</p> <p>B. OTHER PUPIL OUTCOMES: Priority 8. Other Pupil Outcomes in Subject Areas</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Learner Students in ELA and Math Metric: F/D rate for 9th and 10th grades in English/Algebra I ;</p> <p>Need: Improvement of CAHSEE proficiency trends in ELA and Math. Metric: 10th Grade CAHSEE proficiency rates.</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: Improve Cohort Graduation rates for all students including Hispanic/Latino Metric: Cohort drop-out rates for targeted subgroup by grade level.</p>	District Goal #2 (cont.):	All students including underperforming subgroups.	LEA-wide	<p>2. 10% Decrease in F/D grades in English / Algebra I [9th/10th grade students] 2.1. 15% Decrease in F/D grades in ELA/Math for LTELs and Latino students</p> <p>3. 10% increase in CAHSEE proficiency for targeted subgroups: Latino/Low Income/EL/SWD</p> <p>4. 15% Increase in grades C or above for Academic Core classes [UC/a-g] 9th, 10th 4.1. 10% Increase in GPA and for all subgroups</p> <p>5. 5% increase overall Cohort Graduation rate 5.1. 10% increase in targeted subgroup</p>	<p>2. 10% Decrease in F/D grades IN English / Algebra I [9th/10th grade students] 2.1. 15% Decrease in F/D grades in ELA/Math for LTELs and Latino students</p> <p>3. 10% increase in CAHSEE proficiency for targeted subgroups: Latino/Low Income/EL/SWD</p> <p>4. 15% Increase in grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th 4.1. 10% Increase in GPA and for all subgroups</p> <p>5. 5% increase overall Cohort Graduation rate 5.1. 10% increase in targeted subgroup</p>	<p>2. 10% Decrease in F/D grades IN English / Algebra I [9th/10th grade students] 2.1. 15% Decrease in F/D grades in ELA/Math for LTELs and Latino students</p> <p>3. 10% increase in CAHSEE proficiency for targeted subgroups: Latino/Low Income/EL/SWD</p> <p>4. 15% Increase in grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th 12th grades 4.1. 10% Increase in GPA and for all subgroups</p> <p>5. 5% increase overall Cohort Graduation rate 5.1. 10% increase in targeted subgroup</p>	<p>B. PUPIL OUTCOMES: Priority 4. Pupil Achievement</p> <p>B. OTHER PUPIL OUTCOMES: Priority 8. Other Pupil Outcomes in Subject Areas</p> <p>B. OTHER PUPIL OUTCOMES:</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Increase Enrollment in Advanced Placement/ International Baccalaureate / Honors courses for Latino & long term EL students</p> <p>Metric: Enrollment rates and exam rates for AP/IB courses</p> <p>[Data Sources: LEAP, SPSAs, SARCs, Post-Secondary Report to SMUHSD Board 2013-14, Instructional Services End-of- Year Report to Board. 2012-13]</p>	District Goal #2 (cont.):	All students including underperforming subgroups.	LEA-wide	<p>Cohort Graduation Rates: Latino/Low Income/EL/SWD</p> <p>6. 5% increase enrollment of underrepresented subgroups in AP/IB classes</p> <p>6.1. 5% increase in AP Exam score of 3 or above</p> <p>6.2. 10% increase in IB Diploma candidates</p>	<p>Cohort Graduation Rates: Latino/Low Income/EL/SWD</p> <p>6. 5% increase enrollment of underrepresented subgroups in AP/IB classes</p> <p>6.1. 5% increase in AP Exam score of 3 or above</p> <p>6.2. 10% increase in IB Diploma candidates</p>	<p>Cohort Graduation Rates: Latino/Low Income/EL/SWD</p> <p>6. 5% increase enrollment of underrepresented subgroups in AP/IB classes</p> <p>6.1. 5% increase in AP Exam score of 3 or above</p> <p>6.2. 10% increase in IB Diploma candidates</p>	Priority 8. Other Pupil Outcomes in Subject Areas	
<p>Need: Improve communication to all families to support increased involvement and student engagement</p> <p>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</p>	District Goal #3: Provide Effective Communication and Strong Relationships with Stakeholders	All students including all subgroups	LEA-wide	<p>1. 20% Increase in parent response to district surveys</p> <p>1.1. 20% increase in parent satisfaction rates on district surveys</p> <p>2. 20% Increase in parent attendance at school advisory meetings</p>	<p>1. 25% Increase in parent response to district surveys</p> <p>1.1. 25% increase in parent satisfaction rates on district surveys</p> <p>2. 25% Increase in parent attendance at school advisory meetings</p> <p>3. 100% district/school documents translated in</p>	<p>1. 30% Increase in parent response to district surveys</p> <p>1.1. 30% increase in parent satisfaction rates on district surveys</p> <p>2. 30% Increase in parent attendance at school advisory meetings</p> <p>3. 100% School sites</p>	<p><i>C. ENGAGEMENT: Priority 3. Parent Involvement</i></p> <p><i>C. ENGAGEMENT: Priority 6. School Climate</i></p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>also in booster and other school sponsored activities <u>Metric:</u> 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</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 [Data Sources: LEAP, ELYSSA 202-13], Title III Accountability Plan 2013-14;</p>	<p>District Goal 3 (cont.):</p> <ul style="list-style-type: none"> Positive School Climate 	All students including all subgroups	LEA-wide	<p>3. 100% district/school documents translated in required languages</p> <p>4. 100% sites meet School Site Council composition requirements for parents</p> <p>5. 50% of 9th graders participate in school clubs/activities</p> <p>5.1. 20% Increase in student community service activities</p> <p>6. 10% Decrease in student unverified absence rates</p> <p>7. 10% Decrease in number of out-of-school suspensions for targeted subgroups</p> <p>7.1. 15% Decrease in number of total suspension days per school site</p>	<p>4. 100% sites meet School Site Council composition requirements for parents</p> <p>5. 60% of 9th graders participate in school clubs/activities</p> <p>5.1. 20% Increase in student community service activities</p> <p>6. 15% Decrease in student unverified absence rates</p> <p>7. 15% Decrease in number of out-of-school suspensions for targeted subgroups</p> <p>7.1. 15% Decrease in number of total suspension days per school site</p>	<p>w/interpreter access</p> <p>4. 100% sites meet School Site Council composition requirements for parents</p> <p>5. 60% of 9th graders participate in school clubs/activities</p> <p>5.1. 20% Increase in student community service activities</p> <p>6. 15% Decrease in student unverified absence rates</p> <p>7. 15% Decrease in number of out-of-school suspensions for targeted subgroups</p> <p>7.1. 15% Decrease in number of total suspension days per school site</p>	<p><i>C. ENGAGEMENT: Priority 5. Student Engagement</i></p> <p><i>C. ENGAGEMENT: Priority 6. School Climate</i></p> <p><i>C. ENGAGEMENT: Priority 5. Student Engagement</i></p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Attendance & Welfare Report to Board 2013-14; club / co-curricular and extra-curricular activities]								

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. *What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.*

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District Goal #1	A. CONDITIONS OF LEARNING: Priority 7-- Course Access	1.1 Counselor training/PD to develop college and career planning for high-risk students, including increasing access to college prep, IB and AP courses, and provide appropriate academic support programs 1.1.1 Student/Parent Academic Conferences to communicate Academic Plans will be incorporated into all spring pre-enrollment activities	LEA-wide		\$50,000 (LCFF Base) Release days, variable compensation for counseling training as needed	\$50,000 (LCFF Base) After School / Evening hours to support parent/student conferences	\$50,000 (LCFF Base) After hours support for parent/student 4-plan conferences
	A.CONDITIONS OF LEARNING: Priority 2—Implementation of State Standards				\$44,000 (CCSS One-time) .4 FTE counselor Coordinator to develop College / Career Readiness 4-year plan process	\$44,000 (LCFF Base).4 FTE Counselor Coordinator—ongoing CCR	\$44,000 (LCFF Base).4 FTE CCR Counselor coordinator
	A. CONDITIONS OF LEARNING: Priority 1--Basic Services	1.2 Expand Transcript evaluation services for newly enrolled students to include parent/student conference of educational options. 1.3 Support Alignment of			\$25,000 (LCFF Supplemental) Translation/Interpretation services	\$25,000 (LCFF Supplemental) Translation/Interpretation Services	\$25,000 (LCFF Supplemental) Translation/Interpretation Services
					\$300,000 (CCSS one-time) Training for support staff; additional hours as needed; materials	\$300,000 (LCFF BASE) Professional Development support	\$200,000 PD for CCSS/NGSS ongoing support
					\$150,000 (one-Time CCSS) for 2.6 FTE Technology, Math, Science and PD Coordinators to lead CCSS/NGSS training	\$150,000 (LCFF Base) Supplementary Instructional Materials /technology aligned to CCSS	\$200,000 (LCFF Base) Materials aligned to State & Federal updates
					\$44,000 (Title II) & \$70,000 (LCFF Supplemental) and PD Release Days for Content Area Councils to align curriculum to CCSS	\$150,000 (LCFF Base) for 2.6 FTE Technology, Math, Science and PD Coordinators	\$200,000 (LCFF Base) Professional Development / Coaching support
							\$180,000 (LCFFBase)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Core content (ELA/ELD, Math, Science, Social Studies & Technical disciplines) curriculum/ assessment to reflect new CCSS/NGSS 1.4 Provide All Basic Services-- Williams Requirements met annually				to lead CCSS/NGSS training \$200,000 (LCFF Base) and \$300,000 (LCFF Base) Materials, technology to support instruction	Supplemental Instructional materials/technology support
District Goal #2:	B. PUPIL OUTCOMES: PRIORITY 4-- Pupil Achievement B. OTHER PUPIL OUTCOMES: PRIORITY 8-- Student Outcomes B. PUPIL OUTCOMES: PRIORITY 4-- Pupil	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. 2.2 Implement Instructional strategies for academic language and oral language development will be focus for all content areas 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 2.3.1 Support articulation with elementary districts to improve data	LEA-wide		\$27,000 (CCSS One-Time) and \$30,000 LCFF Base) PD consultant services; release days/ substitute pay; \$20,000 (LCFF Supplementary) instructional materials; coaching support \$20,000 (one-time CCSS) .2 FTE Math Coordinator \$40,000 (LCFF Base) Ongoing support agreement for Online services \$160,000 (LCFF Base) and \$200,000 (CCSS one-time) Instructional materials/ supplementary textbooks; classroom technology \$50,000 (LCFF Supp.) Teacher Release, substitutes; classified variable pay	\$30,000 (LCFF Base) release days/ substitute pay for continuing PD for Academic Language \$20,000 (LCFF Base) .4 FTE math Coordinator release \$21,000 (LCFF Supplementary) \$21,000 (LCFF Base) Online services; teacher release/support maintenance \$200,000 (LCFF Base) Technology support & hardware/software to support student preparedness for CCSS Assessments	\$30,000 (LCFF Base) release days/ substitute pay for continuing PD for Academic Language \$20,000 (LCFF Base) .4 FTE math Coordinator release \$42,000 (LCFF Base) Online services; teacher release/support maintenance \$200,000 (LCFF Base) Technology support & hardware/software to support student preparedness for CCSS Assessments \$50,000 (LCFF Base) Teacher

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District Goal #2	Achievement B. OTHER PUPIL OUTCOMES: PRIORITY 8-- Student Outcomes	transfers for pre-9 students enrolling in high schools for accurate placement/ academic support—ELA, ELD, & math 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 2.3.3 Support early intervention/support summer programs for pre-9 students 2.4 Use EOS strategies for AP/IB potential to support students in underrepresented populations for accelerated academic achievement	LEA-wide		\$1,100,000 (LCFF Base) 10. FTE for support classes \$902,000 (LCFF Base) 7.2 FTE designated for Guided Studies /OSCR intervention \$24,540 (LCFF Supplementary) Summer School pre-9 programs: ELA/ Algebra/EL \$55,000 (LCFF Suppl) Summer pre-9 program materials, supplies	\$50,000 (LCFF Supp.) Teacher Release, substitutes; classified variable pay \$1,100,000 (LCFF Base) 10. FTE for support classes \$902,000 (LCFF Base) 7.2 FTE designated for Guided Studies /OSCR intervention \$40,900 (LCFF Supplementary) Summer School pre-9 programs: ELA/ Algebra/EL [+4 FTE] \$65,000 (LCFF Suppl) Summer pre-9 program materials, supplies	Release, substitutes; classified variable pay \$1,100,000 (LCFF Base) 10. FTE for support classes \$902,000 (LCFF Base) 7.2 FTE designated for Guided Studies /OSCR intervention \$67,260 (LCFF Supplementary) Summer School pre-9 programs: ELA/ Algebra/EL [+4 FTE] \$75,000 (LCFF Suppl) Summer pre-9 program materials, supplies
District Goal #3:	C. ENGAGEMENT: Priority 3--Parent Involvement	3.1 Develop and implement improved district/ site communication procedures 3.2 Strengthen Community Outreach partnerships to expand interventions that support increased	LEA-wide		\$25,000 (LCFF Suppl) Outside Services/Contract for Website redesign; improved web-based communication systems \$15,000 (LCFF Suppl) Contract services Interpreter Certification/ Training	\$25,000 (LCFF Suppl) Outside Services/Contract for Website redesign; improved web-based communication systems \$15,000 (LCFF Suppl) Contract services Interpreter	\$25,000 (LCFF Suppl) Ongoing support for Website; web-based communication systems \$15,000 (LCFF Suppl) Contract services Interpreter

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District Goal #3:	C. ENGAGEMENT: Priority 5-- Student Engagement	student academic achievement	LEA-wide		\$5,000 (LCFF Suppl) Materials/supplies	Certification/ Training \$5,000 (LCFF Suppl) Materials/supplies	Certification/ Training \$5,000 (LCFF Suppl) Materials/supplies
		3.3 Expand Translation and Interpretation services with protocols for accessing all school documents in requested languages.			\$89,005 (LCFF Suppl) Parent Involvement Coordinator positions [2.2 FTE]	\$110,000 (LCFF Suppl) \$110,000 (LCFF Base) Parent Involvement Coordinator positions [2.5 FTE]	\$110,825 (LCFF Base) Parent Involvement Coordinator positions [2.8 FTE]
		3.4 Expand training of District personnel in interpretation skills to assist language minority families			\$50,000 (LCFF Suppl) Outside Services; materials, supplies— Curriculum for Parent Education & Support	\$50,000 (LCFF Suppl) Outside Services; materials, supplies—Curriculum for Parent Education & Support	\$50,000 (LCFF Suppl) Outside Services; materials, supplies—Curriculum for Parent Education & Support
		3.5 Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home			\$154,000 (LCFF Base) Leadership/UASB sections for student activities \$70,000 (LCFF Base) materials/ supplies for orientation activities; CADA Conference	\$154,000 (LCFF Base) Leadership/UASB sections for student activities \$70,000 (LCFF Base) materials/ supplies for orientation activities; CADA Conference	\$154,000 (LCFF Base) Leadership/UASB sections for student activities \$70,000 (LCFF Base) materials/ supplies for orientation activities; CADA Conference
	C. ENGAGEMENT: Priority 6-- School Climate	3.6 Develop parent education modules to include high school services, homework support, parent leadership training			\$77,033 (LCFF Suppl) Alternative to Suspension program personnel \$25,000 Alt. to Susp. Program supplies/materials	\$87,433 (LCFF Suppl) Alternative to Suspension program personnel [+5 hours per week MFTI] \$30,000 Alt. to Susp. Program supplies/materials	\$98,033(LCFF Base) Alternative to Suspension program personnel[+5 hours
		3.7 Implement orientation meetings for incoming students to include opportunities for co-curricular, extra-curricular and school community involvement					
		3.8 Increase club and co-curricular participation for all students as					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		evidenced by sign-ups, attendance, meeting schedules 3.9 Expand alternative programs for out-of-school suspensions 3.10 Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates			\$110,000 (LCFF Base) 1 FTE Independent Study/Alternative Educational Program Support \$32,535 (LCFF Suppl) Enrollment Center Investigator/Attendance Support	\$110,000 (LCFF Base) 1 FTE Independent Study/ Alternative Educational Program Support 32,535 (LCFF Base) Enrollment Center Investigator/Attendance Support	per week MFTI] \$35,000 Alt. to Susp. Program supplies/materials \$110,000 (LCFF Base) 1 FTE Independent Study/ Alternative Educational Program Support 32,535 (LCFF Base) Enrollment Center Investigator/Attendance Support

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District Goal #2	State Priorities 2 and 4-- Implementation of	For low income pupils [in addition to all actions & services in Part 3A]: 2. Instructional strategies for academic language and oral language development will be	LEA-wide		\$45,000 (LCFF Suppl.) PD Outside Services for EL Achieve/Constructing Meaning (CM) \$20,000 (LCFF Suppl.)	\$50,000 (LCFF Suppl) Teacher release, substitutes—ongoing PD support \$25,000 (LCFF Suppl.)	\$50,000 (LCFF Suppl) Teacher release, substitutes—ongoing PD support \$25,000 (LCFF Suppl.)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
District Goal #3	State Standards; Pupil Achievement State Priorities 4 and 8--Pupil Achievement; Other Pupil Outcomes State Priorities 3 and 5—parent Engagement; Pupil Engagement	focus for all content areas to include ELD, intervention /support areas 2.1. Expand support classes in 9 th and 10 th grade ELA to increase proficiency rates on CAHSEE—10 th grade census 2.2. Intervention classes such as Guided Studies & OSCR for early intervention and credit recovery to prevent LTEL drop-outs and accelerate student 3. Students will receive social--emotional supports such as Positive Behavioral Intervention Systems and Mental Health services.			Teacher Trainer Summer Institute—EL Achieve / CM \$24,540 (LCFF Supplementary) Summer School pre-9 programs: ELA/ Algebra/EL \$55,000 (LCFF Suppl) Summer pre-9 program materials, supplies \$50,000 (LCFF Suppl) Outside services—Social Worker Interns/YSB/PCRC	Expanded Teacher Trainer Summer Institute: ELAchieve / CM \$40,900 (LCFF Supplementary) Summer School pre-9 programs: ELA/ Algebra/EL [+4 FTE] \$65,000 (LCFF Suppl) Summer pre-9 program materials, supplies \$50,000 (LCFF Suppl) Outside services—Social Worker Interns/YSB/PCRC	Expanded Teacher Trainer Summer Institute: ELAchieve/ CM \$67,260 (LCFF Supplementary) Summer School pre-9 programs: ELA/ Algebra/EL [+4 FTE] \$75,000 (LCFF Suppl) Summer pre-9 program materials, supplies \$50,000 (LCFF Suppl) Outside services— Social Worker Interns/YSB/PCRC
District Goal #1:	State Priorities 1 and 7: Basic Services; Course Access State Priorities 2 and 4-- Implementation of	For English Learners [in addition to all actions & services in Part 3A]: 1. All ELD classrooms will be staffed with HQT 1.1. Expand Counseling /Placement services to include training in compiling a four year plan & interpretation services for EL Families	LEA-wide LEA-wide		\$25,000 (LCFF Supplemental) Foreign Translation/ Interpretation services \$50,000 (LCFF Suppl.) After School / Evening counseling hours to support parent/student conferences	\$25,000 (LCFF Supplemental) Foreign Translation/ Interpretation services \$50,000 (LCFF Suppl.) After School / Evening counseling hours to support parent/student conferences	\$25,000 (LCFF Supplemental) Foreign Translation/ Interpretation services \$50,000 (LCFF Suppl.) After School / Evening counseling hours to support parent/ conferences

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>District Goal #2:</p> <p>District Goal #3:</p>	<p>State Standards; Pupil Achievement</p> <p>State Priorities 4 and 8--Pupil Achievement; Other Pupil Outcomes</p> <p>State Priorities 3 and 5—parent Engagement; Pupil Engagement</p>	<p>1.2. Foreign Country transcript evaluation services for newly enrolled students will include parent/ student conference, w/trained interpreters, to explain educational options.</p> <p>2. 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. Expand support classes in 9th and 10th grade ELA to increase proficiency rates on CAHSEE—10th grade census</p> <p>2.2. Intervention classes such as Guided Studies & OSCR for early intervention and credit recovery to prevent LTEL drop-outs and accelerate student achievement</p> <p>3. Develop parent education modules to include high school services, homework support, parent leadership training</p>			<p>\$45,000 (LCFF Suppl.) PD Outside Services for EL Achieve/Constructing Meaning</p> <p>\$20,000 (LCFF Suppl.) Teacher Trainer Summer Institute—EL Achieve / CM</p> <p>\$242,000 (LCFF Suppl) 1.8 FTE Transitional 9th and Sheltered & CAHSEE support classes</p> <p>\$40,000 (LCFF Suppl) Outside Services for Parent Education</p> <p>\$15,000 (LCFF Suppl) Instructional Materials; printing; supplies</p> <p>\$50,000 (LCFF Suppl) Outside services—Social Worker Interns/YSB/PCRC</p>	<p>\$50,000 (LCFF Suppl) Teacher release, substitutes—ongoing PD support</p> <p>\$25,000 (LCFF Suppl.) Expanded Teacher Trainer Summer Institute: ELAchieve /CM</p> <p>\$286,000 (LCFF Suppl) 2.2 FTE Transitional 9th and Sheltered & CAHSEE support classes</p> <p>\$40,000 (LCFF Suppl) Outside Services for Parent Education</p> <p>\$15,000 (LCFF Suppl) Instructional Materials; printing; supplies</p> <p>\$50,000 (LCFF Suppl) Outside services—Social Worker Interns/YSB/PCRC</p>	<p>\$50,000 (LCFF Suppl) Teacher release, substitutes—ongoing PD support</p> <p>\$25,000 (LCFF Suppl.) Expanded Teacher Trainer Summer Institute: ELAchieve /CM</p> <p>\$330,000 (LCFF Suppl) 2.6 FTE Transitional 9th and Sheltered & CAHSEE support classes</p> <p>\$40,000 (LCFF Suppl) Outside Services for Parent Education</p> <p>\$15,000 (LCFF Suppl) Instructional Materials; printing; supplies</p> <p>\$50,000 (LCFF Suppl) Outside services—Social Worker Interns/YSB/PCRC</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>District Goal #1:</p> <p>District Goal #2:</p> <p>District Goal #3:</p>	<p>State Priorities 1 and 7: Basic Services; Course Access</p> <p>State Priority 4-- Pupil Achievement</p> <p>State Priority and 5—Pupil Engagement</p>	<p>For foster youth [in addition to all actions & services in Part 3A]:</p> <ol style="list-style-type: none"> Provide funding of school transportation for students in need Provide presentations for staff on impact of trauma on students and their learning; <ol style="list-style-type: none"> Provide Instructional/ classroom supplies for students in need; 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. <ol style="list-style-type: none"> Review /monitor attendance records for each foster youth on a weekly basis 	<p>LEA-wide</p>		<p>\$10,000 (LCFF Suppl) Transportation support</p> <p>\$15,000 (LCFF Suppl) Outside services/ consultants for certificated & classified PD</p> <p>\$25,000 (LCFF Suppl) Student support— materials, classroom supplies</p>	<p>\$10,000 (LCFF Suppl) Transportation support</p> <p>\$10,000 (LCFF Suppl) Outside services/ consultants for certificated & classified PD</p> <p>\$25,000 (LCFF Suppl) Student support— materials, classroom supplies</p>	<p>\$10,000 (LCFF Suppl) Transportation support</p> <p>\$10,000 (LCFF Suppl) Outside services/ consultants for certificated & classified PD</p> <p>\$25,000 (LCFF Suppl) Student support— materials, classroom supplies</p>
<p>District Goal #1:</p>	<p>State Priorities 1 and 7: Basic Services; Course Access</p>	<p>For Redesignated Fluent English Proficient pupils [in</p>	<p>LEA-wide</p>		<p>\$50,000 (LCFF Suppl.) After School / Evening counseling hours to support</p>	<p>\$50,000 (LCFF Suppl.) After School / Evening counseling hours to</p>	<p>\$50,000 (LCFF Suppl.) After School / Evening counseling hours to</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>District Goal #2:</p> <p>District Goal #3:</p>	<p>State Priorities 2 and 4-- Implementation of State Standards; Pupil Achievement</p> <p>State Priorities 4 and 8--Pupil Achievement; Other Pupil Outcomes</p> <p>State Priorities 3 and 5—parent Engagement; Pupil Engagement</p>	<p><i>addition to all actions & services in Part 3A]:</i></p> <ol style="list-style-type: none"> 1. Counseling Services expanded to include conferences with interpretation services for monitoring College Career Readiness for RFEP students 2. Continue expansion of AVID Program to include recruitment of RFEP students <ol style="list-style-type: none"> 2.1. Support ongoing intervention/ support summer programs for RFEP students 2.2. Expand support classes in 9th and 10th grade ELA to increase proficiency rates on CAHSEE— 10th grade census 3. Expand Parent Outreach Coordinator position to foster involvement of families at school and support academic learning at home <ol style="list-style-type: none"> 3.1. Develop parent education modules to include high school services, homework support, parent leadership training 			<p>parent/student conferences</p> <p>\$242,000 (LCFF Suppl) 1.2 FTE AVID classes for College/Career Readiness</p> <p>\$30,000 (LCFF Supplemental) ongoing training support for AVID; materials</p> <p><i>[See expenditures in 3A above]</i></p>	<p>support parent/student conferences</p> <p>\$242,000 (LCFF Suppl) 1.2 FTE AVID classes for College/Career Readiness \$30,000 (LCFF Supplemental) ongoing training support for AVID; materials</p> <p><i>[See expenditures in 3A above]</i></p>	<p>support parent/student conferences</p> <p>\$242,000 (LCFF Suppl) 1.2 FTE AVID classes for College/Career Readiness \$30,000 (LCFF Supplemental) ongoing training support for AVID; materials</p> <p><i>[See expenditures in 3A above]</i></p>

See Table1. Below for Summary of Allocations for LCAP Year 1, 2, and 3—Section 3A and 3B:

TABLE 1.

	Funding Source	LCAP Year 1	LCAP Year 2	LCAP Year 3
Section 3 A	LCFF Base	\$2,397,565	\$3,631,000	\$3,792,960
Section 3 A	LCFF Supplemental	\$782,110	\$694,968	\$272,260
Section 3 B	LCFF Supplemental	\$913,540	\$998,000	\$1,084,268
	<i>LCFF Supplemental A+B Total</i>	<i>\$1,695,650</i>	<i>\$1,692,968</i>	<i>\$1,356,520</i>
Section 3 A	Other Funding	\$785,000	---	---
	Grand Total	\$3,963,675	\$4,326,248	\$4,065,220

- C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)**

San Mateo Union High School District will receive \$1,480,621 in Supplemental Local Control funding Formula Funds beginning in 2014-15. This amount will increase to approximately \$1,601,447 in 2015-16 and decrease to \$1,324,473 in 2016-17. 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.

SMUHSD will offer a variety of programs and supports specifically for English Learners, low income students and foster youth. These include: ELD teachers at every site, mental health support, social worker interns, Parent Involvement Coordinators for family engagement, Language and Literacy Coaches at the two sites with 30% qualified Title I students, summer bridge programs in Math and ELA, and AVID . The district also offers services and programs that are aligned with LCAP goals that serve 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 strategies for CCSS, positive behavior support and restorative justice practices. Districtwide 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 the targeted subgroups.

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.

- D. 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). 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). 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Foster Youth---SMUHSD has less than 10 students in this category---activities and the goals for Engagement; i.e., outreach, restorative justice programs as interventions for disciplinary actions, etc. apply to this subgroup

Low Income Youth: Past measures of achievement for this subgroup (SED) have shown the greatest growth over the past three years--CAHSEE, CST, 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 EL instruction in all core content areas progressively increasing teachers who have participated in these trainings over the next three years. Support for language and literacy coaches is included by increasing services and resources to sites with the highest need (number of EL students).

Continued district support of outreach activities through the addition of staffing so that all sites have this service over the next three years. EL program expansion with additional services including additional sections for ELD 1-2 to support students who enroll throughout the school year; 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 the over-age/under-schooled EL student. Finally, SMUHSD will ensure that all EL classes are staffed with HQT in 2014-15.

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 re-designated 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.

See Table 2. Below—Summary of SMUHSD Minimum Proportionality Percentage (MPP) Formula/Calculation

TABLE 2.

Based on the Minimal Proportionality percentage below, services for Low-income students and English Learners are estimated to Increase by 2.53% in 2014-15. <i>These include: ELD teachers at every site, mental health support, social worker interns, Parent Involvement Coordinators for family engagement, Language and Literacy Coaches at the two sites with 30% qualified Title I students, summer bridge programs in Math and ELA, and AVID .</i>				
San Mateo Union High School District Proportionality Calculation				
	2013-14	2014-15	2015-16	2016-17
Estimated Total LCFF Funding <i>Excludes Targeted Instructional Improvement & Transportation</i>	N/A	\$58,507,267	\$63,175,322	\$66,007,836
LCFF Target Supplemental & Concentration Grant Funding	N/A	\$3,601,235	\$3,658,285	\$3,681,639
Prior Year <i>(estimated)</i> Expenditures for Unduplicated Pupils Above What Was Spent on Services for All Pupils	\$653,482 <i>(True EIA Expenditures)</i>	\$658,482	\$703,482	\$753,482
A. Increase in Estimated Supplemental Grants (GAP funding rate)	N/A	\$827,139	\$897,965	\$570,991
Estimated Supplemental Grant Funding <i>(SMUHSD not eligible for Concentration Grant amount)</i>	N/A	\$1,480,621	\$1,601,447	\$1,324,473
B. Minimum Proportionality Percentage (MPP) Increase or Improvement in services for low income/English Learner/Foster Youth pupils as compared to the services provided to all pupils in that fiscal year. (=B/A)	N/A	2.53%	2.53%	2.01%