



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

**Basic Services:**

Continue to hire the most highly qualified teachers and administrators for openings in the District, while seeking to increase the number of teachers and administrators who reflect demographically the students we serve.

**State and/or Local Priorities addressed by this goal:**

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of highly qualified teachers</p> <p><b>19-20</b> Maintain 100% highly qualified teachers in the District and ensure that all teachers are credentialed in the subject areas to which that they are assigned</p> <p><b>Baseline</b> 100%</p>	<p>100% of teachers are highly qualified.</p>
<p><b>Metric/Indicator</b> Number of teachers teaching in subject areas without appropriate credential</p> <p><b>19-20</b> 0 - Number of teachers teaching in subject areas without appropriate credential</p> <p><b>Baseline</b> 0 - Number of teachers teaching in subject areas without appropriate credential</p>	<p>0 - number of teachers teaching in subject area without appropriate credential.</p>
<p><b>Metric/Indicator</b> Demographic breakdown of all teachers and administrators hired during current school year.</p>	<p>There has been a steady increase in the percent of teachers and administrators hired in underrepresented groups over the last two year.</p>

Expected	Actual	
<p>Demonstrate an increase in the percent of teachers and administrators in underrepresented groups hired the previous year that reflect the overall student demographics (as per Data Quest).</p> <p><b>19-20</b> Demonstrate a 5% increase in the percent of teachers and administrators hired the previous year that reflect the overall student demographics (as per Data Quest).</p>	<p>2018 - 2019 Student Ethnicity - Total 10,246 students</p> <p>African American 2.4% Native American .3% Asian 7.7% Filipino 1.5% Latino 45.5% Pacific Islander 2.3% White 35.6% Two or More Races 4.7% Not Reported 0%</p>	
<p><b>Baseline</b> 2016-17 Teacher Hires - Total 82</p> <ul style="list-style-type: none"> <li>• African Amer. 2 (2.4%)</li> <li>• Latino 18 (22%)</li> <li>• Asian 7 (8.5%)</li> <li>• Filipino 1 (1.2%)</li> <li>• Pacific Islander 0 (0%)</li> <li>• White (Non Hispanic Origin) 54 (65.9%)</li> </ul> <p>2016-17 TIPS Teacher Demographics</p> <ul style="list-style-type: none"> <li>• African Amer. 2%</li> <li>• Latino 28%</li> <li>• Asian 8%</li> <li>• Multiracial 5%</li> <li>• Indian 2%</li> <li>• White 55%</li> </ul> <p>2016 - 2017 Add Student Ethnicity - Total 9,911</p>	<p>2018 - 2019 Teacher Hires - 79 2020 Teacher Hires - 72</p> <p>African American 2.53% American 2.78% Asian 10.13% 9.72% Filipino 2.53% 2.78% Latino 17.72% 30.56% Pacific Islander 1.27% Islander 5.56% White 65.82% 47.22%</p>	<p>2019 -</p> <p>African Asian Filipino Latino Pacific White</p>

Expected	Actual
<p>African American 2.6%  Native American .4%  Asian 7.2%  Filipino 1.6%  Latino 46.2%  Pacific Islander 2.4%  White 35.5%  Two or More Races 3.5%  Not Reported .6%</p>	
<p><b>Metric/Indicator</b>  Number of new teachers participating in PD programs  <b>19-20</b></p> <p>Total New Teachers: 100%  TIPS Teachers: 100%</p> <p><b>Baseline</b>  Total New Teacher participation in PD 39 (48% of total new teachers hired and 91% of teachers in TIPS program)</p> <ul style="list-style-type: none"> <li>• 4 in cohorts</li> <li>• 35 in Instructional Strategy PD</li> </ul>	<p>100% of new teachers have participated in at least one PD training  100% of TIPS teachers have participated in at least one PD training</p>
<p><b>Metric/Indicator</b>  Number of teachers completing TIPS Program with the District  <b>19-20</b>  100%</p> <p><b>Baseline</b>  2016-17 TIPS Program Numbers: 43 Year I and II Combined</p>	<p>2019 - 2020 There are 52 teachers participating in the TIPS Program</p>
<p><b>Metric/Indicator</b>  Number of teachers teaching ELD also certified to teach ELA/ELD</p>	<p>2019 - 2020 - 100% of teachers assigned to teach ELA/ELD are appropriately credentialed.</p>

Expected	Actual
<p><b>19-20</b> Maintain 100% of teachers assigned to ELA/ELD are appropriately credentialed.</p> <p><b>Baseline</b> 100%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 District based program ensures that 100% of the teachers hired/recruited/retained are highly qualified and are credentialed to teach in their assigned subject area. Ensure 100% of teachers teaching ELD have appropriate credentials and are highlight to teach both ELD and ELA courses.</p>	<p>1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Base 64,128,066</p> <p>1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 3000-3999: Employee Benefits Base \$14,775,106</p>	<p>1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Base 39,726,259</p> <p>1.1 FTE Cost for general education classes (minus Support Classes, Co-teaching, AVID and SAAP below) Obj. Code 1101, 3000 3000-3999: Employee Benefits Base \$17,398,563</p>
<p>2.1 Attend job fairs throughout Bay Area as well as Northern CA as needed and participate in outreach programs with local colleges and universities</p> <p>2.2 Explore and identify alternative means to attract teachers who reflect the District’s student demographics</p> <p>2.3 Provide timely feedback to school sites regarding credentialing for new hires</p>	<p>2.1 - 2.4 Obj. Code 1906, 3000, 4351, 5204, 5205, 5711 1000-1999: Certificated Personnel Salaries Base \$5,000</p> <p>Local Grants and Donations 2.5 Obj. Code 5205 5000-5999: Services And Other Operating Expenditures Other \$122,300</p>	<p>2.1 - 2.4 Obj. Code 1311, 3000, 4351, 5204, 5205, 5711 1000-1999: Certificated Personnel Salaries Base \$5000</p> <p>Local Grants and Donations 2.5 Obj. Code 5205 resource 9010 goal 1610 site 960 5000-5999: Services And Other Operating Expenditures Other \$128,965</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 Conduct annual audit of teacher assignments and credentialing  2.5 Increase participation in “Developing Our Own” program.		
3.1 Identify means by which to support all teachers, and especially probationary teachers who reflect demographically our student population. (i.e. mentoring, after school PD, conferences, etc.)  3.2 Provide training for administrators on how to support struggling teachers (including teachers who reflect demographically our student population) in efforts to increase teacher retention rate.	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,302  3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 3000-3999: Employee Benefits Supplemental and Concentration \$2,374	3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 1000-1999: Certificated Personnel Salaries Title II \$10,302  3.1 - 3.2 Obj. Code 1906, 3000, 5205, 5807 3000-3999: Employee Benefits Title II \$2,374

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds that were budgeted for recruitment fairs were used to help develop electronic recruitment materials targeting underrepresented ethnic groups of teachers and administrators.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

With the onset of the COVID-19 pandemic and a move to shelter-in-place in March, 2020, the recruitment and hiring practices for certificated personnel in the district transitioned to 100% on-line. All recruitment fairs that were scheduled for in-person were cancelled in Spring 2020 and the district relied heavily on networking with colleges and professional organizations to identify and recruit underrepresented candidates. One of the positive outcomes of the move to distance learning was the ability to use Zoom to conduct meetings, provide ongoing support to teachers and administrators, and to conduct candidate interviews that included a broader range of participating panel members. With the move to on-line professional development for teachers, the district was able to maintain its high rate of 100% participation by both newly hired and veteran teachers in its PD programs. The district also moved to a robust electronic platform (Frontline) for its certificated evaluations that provided increased opportunities for dialogue between administrators and their assigned teachers. Despite the pandemic, participation in the Developing Our Own program by classified staff members resulted in several of the participants being hired as teachers in the district during the 2020 - 2021 school year. To support the recruitment of ethnically underrepresented certificated staff, the district developed recruitment language and materials that

specifically address equity and the district's commitment to hiring staff who reflect the ethnic diversity of the district's student populations.

## Goal 2

SUHSD will provide rigorous, engaging, standards-aligned instruction with embedded language supports and meaningful technology integration.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of students with access to standards-aligned instructional curriculum</p> <p><b>19-20</b> 100% Percent of students with access to standards-aligned instructional curriculum</p> <p><b>Baseline</b> 100%</p>	<p>100% of students had access to standards-aligned curriculum. Additionally, CCSS ELA curriculum and assessments developed for 9th-11th grade; social science textbooks adopted in 19-20; NGSS training and curriculum development for biology, chemistry and physics teachers, CCSS Math Algebra 1 benchmarks developed.</p>
<p><b>Metric/Indicator</b> Percent of students meeting or exceeding Standards: ELA and Math Scores on CAASPP tests</p> <p><b>19-20</b> Increase the CAASPP scores in ELA and Math by 9% from baseline:</p> <ul style="list-style-type: none"> <li>• ELA- 80.31%</li> <li>• Math- 60.47%</li> </ul> <p><b>Baseline</b> CAASPP Scores 15-16:</p> <ul style="list-style-type: none"> <li>• ELA- 59% Met or Exceeded Standards</li> </ul>	<p>18-19 CAASP Scores: ELA: 69.81% met/exceeded standards, +7.26% from 2017-18 Math: 52.34% met/exceeded standards, +4.94% from 2017-18</p>



Expected	Actual
<ul style="list-style-type: none"> <li>Math- 46% Meet or Exceeded Standards</li> </ul>	
<p><b>Metric/Indicator</b> Percent of Core Subject Area Teachers observed using CCSS curriculum and/or CCSS strategies as measured by district Walk-through Tool Kick-up</p> <p><b>19-20</b> Minimally - 80% of core teachers observed demonstrate consistent use of CCSS curriculum and strategies.</p> <p><b>Baseline</b> Establish baseline of number of teachers observed at each school site and percent implementing CCSS curriculum and/or strategies</p>	<p>While KickUp was not employed for the district's walkthrough tool, instructional rounds took place over the course of the year in which approximately 120 classes were observed, with over 80% demonstrating consistent use of CCSS curriculum.</p>
<p><b>Metric/Indicator</b> SBAC- ELA &amp; Math (11th Grade EL's in country 1+ years)</p> <p><b>19-20</b> Increase percent of English Learners nearly meeting, meeting and/or exceeding standards</p> <p>ELA</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 30%</li> <li>Nearly Met: 40%</li> </ul> <p>Mathematics (Math):</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 40%</li> <li>Nearly Met: 30%</li> </ul> <p><b>Baseline</b> ELA- English Learners:</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 6%</li> <li>Nearly Met: 26%</li> </ul> <p>Mathematics (Math):</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 5%</li> </ul>	<p>ELA- English Learners:</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 6.81%, +0.81% change</li> <li>Nearly Met: 19.55%, -6.45% change</li> </ul> <p>Mathematics (Math):</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 3.6% , +0.25% change</li> <li>Nearly Met: 8.56%, -1.04% change</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>Nearly Met: 9%</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS ELA:</p> <ul style="list-style-type: none"> <li>Support implementation of CCSS-aligned ELA units through coaching and PD</li> <li>Develop Canvas modules for all units</li> <li>Expand NGSS units, course alignment and curriculum materials</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>Math self-study phase 2: pilot Alg 1 course; Increase Math Lead positions as part of pilot</li> <li>Provide professional development on CCSS math instructional practices</li> <li>Develop/score district-wide math assessments; facilitate PD at all sites with assessment results</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>Support biology teachers to implement instructional units aligned to NGSS through coaching and PD</li> <li>Develop standards-aligned common assessments in biology</li> <li>Extra hours pay for biology representatives to develop assessments</li> <li>Fund release time for all biology teachers to preview common assessment and plan collaboratively</li> <li>Create site NGSS-aligned courses of study for chemistry and physics; develop a sample unit for each subject area for each site</li> </ul> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>Support implementation of adopted curricular materials</li> </ul>	<p>English and math lead salaries, substitutes, extra hours pay: 1000-1999: Certificated Personnel Salaries Base \$400,360</p> <p>English and math lead salaries, substitutes, extra hours pay: 3000-3999: Employee Benefits Base \$133,303</p> <p>Textbook adoption, social science; curricular materials for intervention/support classes 4000-4999: Books And Supplies Base \$189,825</p> <p>Contracts 5800: Professional/Consulting Services And Operating Expenditures Base \$411,400</p>	<p>English and math lead salaries, substitutes, extra hours pay: 1000-1999: Certificated Personnel Salaries Base \$906,663</p> <p>English and math lead salaries, substitutes, extra hours pay: 3000-3999: Employee Benefits Base \$370,067</p> <p>Textbook adoption, social science; curricular materials for intervention/support classes 4000-4999: Books And Supplies Base \$285,291</p> <p>Contracts 5800: Professional/Consulting Services And Operating Expenditures Base \$446,299</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Increase rigor and quality interactions in classroom instruction:</p> <ul style="list-style-type: none"> <li>• Fund instructional coaching in English, ELD, reading, math, social science, science, special education, VPA and world languages at 5.0 FTE</li> <li>• Fund ELD Coordinator position at 1.0 FTE</li> <li>• Offer professional development related to rigor, quality interactions, language support, standards alignment and student engagement during Teacher Orientation Week, June Institute, afternoon PD, and all-staff PD days</li> <li>• Offer coaching related to rigor and quality interactions</li> <li>• Continue Instructional Rounds as professional development for administrators, teacher leaders, and partner districts. Collect and analyze data related to rigor, quality interactions, and language supports through instructional rounds to drive ongoing PD</li> <li>• Expand participation in professional learning opportunities for teachers in using technology tools to increase student engagement and personalization</li> </ul>	<p>2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes 1000-1999: Certificated Personnel Salaries Base \$1,198,200</p> <p>2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes 3000-3999: Employee Benefits Base \$122,930</p> <p>Materials and Supplies: \$89,500 4000-4999: Books And Supplies Base \$89,500</p> <p>Contracts and conferences: \$227,500 5000-5999: Services And Other Operating Expenditures Base \$227,500</p>	<p>2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes (site 832) 1000-1999: Certificated Personnel Salaries Base \$1,104,874</p> <p>2.1 0.6 of Director of PD/Curriculum salary, 4.2 Instructional Coaches Salary, 1.0 Technology instructional coach salary, extra hours pay, substitutes (site 832) 3000-3999: Employee Benefits Base \$340,012</p> <p>Materials and Supplies: 4000-4999: Books And Supplies Base \$115,406</p> <p>Contracts and conferences: 5000-5999: Services And Other Operating Expenditures Base \$91,587</p>
<p>3.1 Expand training and implementation of integrated ELD strategies</p> <ul style="list-style-type: none"> <li>• Continue to fund full-time instructional coach to oversee CM training, implementation, support and program evaluation</li> <li>• Train members of the English department, elective teachers, and math teachers</li> <li>• Expand participation in Implementation Support Cohorts and individual coaching cycles from 20% of CM participants to 50% of participants</li> </ul>	<p>3.1 Instructional coach, leadership stipends and extra pay: substitutes: 1000-1999: Certificated Personnel Salaries Base \$335,200</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$45,000</p>	<p>3.1 Instructional coach, leadership stipends and extra pay: substitutes 1000-1999: Certificated Personnel Salaries Base \$397,357</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$62,544</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Train eight teachers to be Secondary Constructing Meaning certified lead teachers/apprentices</li> <li>Expose 70-80% of SUHSD teaching staff to integrated ELD strategies through on-site PD and model lesson study</li> </ul>	materials & supplies 4000-4999: Books And Supplies Base \$83,899  5800: Professional/Consulting Services And Operating Expenditures Base \$62,900	materials & supplies 4000-4999: Books And Supplies Base \$74,582  5800: Professional/Consulting Services And Operating Expenditures Base \$62,544
	0	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The pandemic shift to distance learning necessitated a shift in the content and the format of professional development. While maintaining our instructional focus on rigorous, engaging instruction with language support, the professional development department offered frequent, robust training and support in a virtual format. A shift in funding was an outcome of distance learning and the school schedules devised to meet the needs of distance learning. Release days are often used to provide a full- or half-day of professional development. In most cases this year, PD was delivered either on asynchronous Wednesdays or after contractual hours using funding for extra hours pay.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In spite of the pandemic shift to distance learning from March 2020-April 2021, the three actions were implemented to meet goal 2. In the area of curriculum, SUHSD continued to select, create, and support implementation of curricular materials aligned to CCSS, CA HSS Framework, ELD Standards, and NGSS.

Phase 2 of the math initiative was implemented with over 30 teachers participating. A week of training developed in collaboration with our consulting partners was offered and attended by almost all 30 teachers. Over the course of the 20-21 school year, several more opportunities for professional development and coaching were offered, including model lessons of distance instruction. We gauged student progress using both an interim comprehensive assessment and course-specific pre- and post-assessments. While math teachers had access to robust and rich PD and support, many expressed difficulty availing themselves of all opportunities because of the challenges of time management while creating distance instruction.

In the area of English Language Arts, we maintained plans to staff English lead positions and we completed developing curriculum aligned to CCSS for all grade levels. These curriculum units were planned in connection to specific texts and the next effort will be to provide text-independent units for all levels and all genres of writing in order to provide flexibility for course teams in stimulus text

selection. We also continued to facilitate collaboration time with course teams for scope and sequence mapping and for common assessment analysis in order to ensure that English instruction is standards aligned.

During the course of the 2020-21 school year, the SUHSD Board of Trustees provided direction to develop a freshman-level ethnic studies course in the social science department which would become a graduation requirement. A team of teachers from across the district, facilitated by a consulting partner and instructional coach, developed six instructional units each with learning objectives and scope/sequence, summative assessments, sample lessons, and resources.

A primary emphasis of the PD and support was how best to use technology tools for rigor, engagement, and language support in a virtual format. The budgeted plan included funding for professional development in a June PD week, an August Teacher Orientation Week, two all-staff PD days, after school and release days. We maintained the June PD, August TOW, after school PD, and added regular PD on Wednesdays on which students had asynchronous instruction. Instead of the two all-staff PD days embedded during the year, though, the instructional calendar was shifted to front load PD before the launch of the 20-21 school year in order to prepare staff to deliver a strong distance learning instructional program. This allowed us to provide PD for all staff around key components of quality distance instruction: Planning and Organizing for Access in Blended and Online Courses, Engaging a Class Community in Blended and Online Instruction, Authentic Assignments and Assessments in Blended and Online Instruction, and Anti-racism and Equity.

We continued our focus on integrated ELD strategies and language support across content areas, offering the Constructing Meaning institutes in a virtual format. Approximately 60 participants took part in the 5-day professional learning opportunity, including a world languages-specific strand and a science-specific strand.

## Goal 3

### Parent Engagement:

All schools will promote a welcoming environment where parents/guardians and community members are encouraged to partake and give input in school/district decision making and the progress being made by their own child as well as all students in general.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Functioning English Language Advisory Committees (ELAC)</p> <p><b>19-20</b> 100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Learner Advisory Committees (ELAC)</p> <p><b>Baseline</b> 100% of ELAC are established and ELAC members are trained on their role and responsibilities</p>	<p>100% of school sites promote and recruit new parent ELAC membership and train members on their roles and responsibilities as the English Learner Advisory Committees (ELAC) The focus of the Bilingual Parent Liaisons at the beginning of each school year is to recruit new families to participate and retain families who have participated in prior years.</p>
<p><b>Metric/Indicator</b> Number of parent meetings/events for all parents coordinated by Parent Teacher Student Association (PTSA) and ELAC</p> <p><b>19-20</b> Maintain - At least 1 event at each school site</p> <p><b>Baseline</b> Number of events/meetings held at each school site--establish baseline</p>	<p>100% of the sites held at least one event that was planned by members of ELAC and PTSA with some sites offering multiple opportunities to come together. This effort continues to be a priority at the sites. The Bilingual Parent Liaisons continue to learn from one another in their successes- what has worked at their sites and how to continue to improve based on their parents' interests.</p>
<p><b>Metric/Indicator</b> Parent Project Offerings and participation</p> <p><b>19-20</b></p>	<p>At the end of the 2019-2020 school year, approximately 120 parents participated and completed the Parent Project series.</p>

Expected	Actual
<p>Increase parent participation (100 total parents) Offer two sessions at each of the participating sites. Offer two sessions at Carlmont High School (English)</p> <p><b>Baseline</b> Parent participation rates and number of sessions offered: 2016-17 School year: 118 parents and 5 schools 2018-19 School year: 99 parents; 9 total sessions; all comprehensive schools + Redwood</p>	<p>This is an increase of 36 parents (43%) from 2018-2019 school actuals.</p> <p>100% of the schools hosted at least one Parent Project Series during the 2019-2020 school year. 3 participating sites offered a session in both fall and spring semesters. The Parent Project series started in the spring semester but was not completed fully due to the transition to distance learning. Other parent workshops via zoom were offered to our parent community.</p>
<p><b>Metric/Indicator</b> Representation of parents of unduplicated students in leadership committees (School Site Council, Shared Decision Making Committee, English Learner Advisory Committee)</p> <p><b>19-20</b> At least one parent of EL students</p> <p><b>Baseline</b> Establish Baseline</p>	<p>A total of 54 parents of English Learners participate in the English Learner Advisory Committee at the comprehensive sites. At 3 of the comprehensive sites, EL parents participate in PTA and School Site Council. We will work to increase EL parent participation in SSC and PTA across all sites.</p>
<p><b>Metric/Indicator</b> Panorama Family Relationships Survey: Barriers to Engagement District - Mean Score Family Engagement District - Mean Score</p> <p><b>19-20</b> Barriers to Engagement - at minimum increase by +0.1 (4.5 / 5) Family Engagement - increase by +1.2 (3.5/5)</p> <p><b>Baseline</b> 2017-18 Panorama Family Relationships Survey Results: Barriers to Engagement - 4.3 / 5 Family Engagement - 2.3 / 5</p>	<p>Panorama Family Relationships Survey Results for Fall 2019: Barriers to Engagement District - 4.3/5 Family Engagement District - 2.3/5</p> <p>Under "Barriers to Engagement" our families have to respond to 13 questions that result in an overall score of 4.3/5 in this area. In 12 of these questions, our families rated themselves anywhere from 4.0/5 to 4.8/ 5. However, in one of these questions "How busy your schedule is?" Our parents rated themselves 2.9/5 - indicating that their busy schedule is a problem when getting involved. Here is a more detailed breakdown - White families 2.8/5, Hispanic Families 3.1 / 5 and our African-American families 3.2/ 5.</p>

Expected	Actual
	<p>92% of our families do not think childcare is a problem at all and 90% of our families do not think transportation-related challenges are a problem at all, an increase from the previous school year.</p> <p>Under the section of Family Engagement, families were asked about the degree to which families become involved with and interact with their child's school. This area did not change from the previous years, our families gave an overall rating of 2.3 / 5 in this area.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Support sites in their efforts to increase/improve services principally directed to parents/guardians of ELs and unduplicated students by:</p> <ul style="list-style-type: none"> <li>Allocating funds for site Bilingual Parent Liaisons (BPL)</li> <li>Revising and aligning roles and responsibilities of BPL</li> <li>Monitoring the implementation of federal/state mandates and categorical funded</li> </ul> <p>parent services (i.e. ELAC, Parent Involvement Site Policy, Title I and Title III services, etc.)</p> <p>1.2 This action is discontinued.</p> <p>1.3 Assist sites in the implementation of their individual Site Parent Involvement Plan ensuring key stakeholders are made aware of and are encouraged to provide input with respect to the plan. In addition, support the parent liaisons in their efforts to align the Site Parent Involvement Plan with the site's SPSA/WASC goals as well as the district's LCAP goals, and finally supporting sites establish a budget for their Parent Involvement Plan.</p> <p>1.4 Continue to facilitate monthly meetings with Site Bilingual Parent Liaisons for the purpose of encouraging and supporting the following activities:</p>	<p>1.1 Bilingual Parent Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$456,750</p> <p>1.2- Discontinued action \$0</p> <p>1.1 Bilingual Parent Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$141,318</p> <p>1.3 &amp; 1.4 Not Applicable \$0</p>	<p>1.1 Bilingual Parent Liaisons 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$266,206</p> <p>1.2- Discontinued action \$0</p> <p>1.1 Bilingual Parent Liaisons 3000-3999: Employee Benefits Supplemental and Concentration \$180,952</p> <p>1.3 &amp; 1.4 Not Applicable \$0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Establishment of site ELACs and the training of ELAC members</li> <li>Planning and execution of combined PTSA/ELAC events (at least one per year)</li> <li>Sharing relevant information from monthly meeting with PTSA President</li> </ul>		
<p>3.1 Continue to support Parent Project districtwide with sites hosting two series per year. (\$75,000)</p> <ul style="list-style-type: none"> <li>Facilitators/Child Care - Benefits/Salary</li> <li>Materials/Supplies</li> <li>Carlmont Parent Liaisons support (120 hr. per year - to coordinate series)</li> <li>Additional hours for data collection/gathering (10 hrs per school per year)</li> </ul> <p>3.2 Continue to contract for the SUHSD Parent Education Series (\$60,000)</p> <p>New Actions:</p> <p>3.3 Continue to support the Compass Summer Parent Workshop Series at each of the comprehensive sites. (\$10,000 Title 1 - compensation)</p> <p>3.4 Consider a district-wide leadership conference/workshops for parents and/or train graduates of the parent project to become facilitators (Volunteers). (\$5,000 - Title I)</p>	<p>3.1 Parent Project 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$45,000</p> <p>3.1 Parent Project Expenses 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>3.2 Parent Education 5000-5999: Services And Other Operating Expenditures Locally Defined \$60,000</p> <p>3.1 Parent Project 3000-3999: Employee Benefits Locally Defined \$15,000</p> <p>3.3 Compass Parent Workshops 2000-2999: Classified Personnel Salaries Title I \$10,000</p> <p>3.3 Parent Leadership Conference 5000-5999: Services And Other Operating Expenditures Title I \$5,000</p>	<p>3.1 Parent Project 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$21,110</p> <p>3.1 Parent Project Expenses 4000-4999: Books And Supplies Supplemental and Concentration \$15,668</p> <p>3.2 Parent Education 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$32,000</p> <p>3.1 Parent Project 3000-3999: Employee Benefits Locally Defined \$3,762</p> <p>3.3 Compass Parent Workshops 2000-2999: Classified Personnel Salaries Title I \$0</p> <p>3.3 Parent Leadership Conference 5000-5999: Services And Other Operating Expenditures Title I \$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unfortunately, we were not able to fully complete the Parent Project Series during the spring semester of the 2019-2020 school year due to the transition to distance learning. Starting in March we were not able to continue to provide these workshops. The Parent Project is a very specific program for which our Bilingual Parent Liaisons (BPL) serve as workshop leaders. The BPL did not recommend holding the workshops through a zoom webinar. Although the groups are often manageable, their main concern was how to cover the sensitive topics each week in an online meeting while participants are at home in close earshot of their children or other relatives. Parents who participate reflect on their upbringing and trauma they may have experienced. Due to the fact that they would be connecting from home where relatives/kids or other people are nearby, this would directly have an impact on what they can share and the discussion needed each week. For this reason, we decided to put that series on hold until we can resume in-person meetings. Instead, Bilingual Parent Liaisons with guidance from the EL Coordinator created virtual workshops to address the needs of families during distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In order to continue to provide support to families during the transition to distance learning at the end of the 2019-20 school year, we quickly had to shift to design how to best continue parent workshops and education series for our families. In the summer of 2020, in collaboration with our district's Bilingual Parent Liaisons our Compass Parent Workshop series was a success. Much time was dedicated to reaching out via telephone calls for families to understand how to log into zoom, invite presenters, and create virtual workshops and access for families. Due to our distance learning, there was a high need to restructure the information shared with our incoming families. In addition to an increased number of calls home, school websites were updated with current information, messages were added to our LMS, Canvas. In collaboration with the Summer School Director, we determined that in addition to our bilingual (Spanish/English) presentations, there was a need to have a presentation for our English-speaking families as well. It is very difficult to have both English and Spanish at the same time in a virtual space like Zoom. When we discussed the workshops with our Parent Liaisons we thought it made more sense to hold each session separately and cover the same information in both meetings. The Summer Parent Workshop series included general information for our incoming families, how to access Canvas, IC, school websites, A-G requirements, the referral process for mental health services, and important contact information. The participants were genuinely interested and grateful the information was being shared with them. Some of our Bilingual Parent Liaisons' remarks include: Parents were engaged and asked many questions at the end of each presentation; They gave me positive feedback for each of the presentations. One minor issue was that incoming families do not have access to CANVAS until the fall and they couldn't log in. But they were able to work around that using their students' login for now.

## Goal 4

Student Achievement - English Learners:

Provide an educational program where Long Term English Learners develop a sense of belonging feeling welcomed and empowered; experience success in all aspects of education achieving proficiency in the English language and graduating with a clear path to post-secondary education.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            English Language Progress Indicator (ELPI)- State Dashboard  <b>19-20</b>            Re-establish Baseline.</p> <p><b>Baseline</b>            Spring 2017 Baseline: Color (Orange), Level (Low- 65.6%),            Status Change (Maintained- 0%)</p>	<p>*The California Department of Education will not assign a color to the EL Progress Indicator for the Fall 2019 Dashboard. According to the California Dashboard, 46.1% of our English Learners are making progress towards English language proficiency. The state rate for EL students making progress towards English language proficiency is currently 48.3%</p>
<p><b>Metric/Indicator</b>            English Language Proficiency Assessment of California (ELPAC)  <b>19-20</b>            Increase rate of students making progress by 5% of 2019 Summative baseline data.</p> <p><b>Baseline</b>            Spring 2018- Baseline            2018 Summative ELPAC Results</p> <ul style="list-style-type: none"> <li>-Total number of students tested: 976</li> </ul>	<p>*We cannot yet establish a baseline score until we have results for 3 consecutive years. This is one of the reasons the state has not assigned a color to the EL Progress Indicator.</p> <p>The following data is our 2019 Summative ELPAC Results from the CAASP website. We will continue to monitor data and establish a baseline once we have ELPAC Summative results for 2020.</p> <p>Total number of students tested: 976 (2018); 1,046 (2019)</p>

Expected	Actual
<ul style="list-style-type: none"> <li>-Number/percent scoring Overall Level 4: 196 (20.1%)</li> <li>-Number/percent scoring Overall Level 3: 258 (26.4%)</li> <li>-Number/percent scoring Overall Level 2: 195 (19.9%)</li> <li>-Number/percent scoring Overall Level 1: 327 (33.5%)</li> </ul>	<p>Percentage of students scoring Overall - Level 4: 20.0% (2018); 14.82% (2019)</p> <p>Percentage of students scoring Overall - Level 3: 26.5% (2018); 24.67% (2019)</p> <p>Percentage of students scoring Overall - Level 2: 20.0% (2018); 25.05% (2019)</p> <p>Percentage of students scoring Overall - Level 1: 33.5% (2018); 35.47% (2019)</p>
<p><b>Metric/Indicator</b> Percent of EL Reclassified</p> <p><b>19-20</b> Increase total number and percent of EL reclassified from previous year.</p> <p>Expected: Not including charter schools: 120 students or 12%</p> <p><b>Baseline</b> CDE 2016-17: 116 students--8.1% (inclusive of charter schools)--8.2% (CA, MA, RD, SQ, WD only)</p>	<p>California Department of Education's DataQuest report 2018-2019 indicates the following numbers: Total number/percent of students reclassified (inclusive of charter schools): Total English Learners: 1, 563 Number Reclassified: 37 students, Percent Reclassified: 2.6%; 31 students in our district only.</p> <p>However, our IC records indicate the following for 2018-2019: Total number/percent of students reclassified (Carlmont, Menlo-Atherton, Redwood, Sequoia, and Woodside only based on IC data for 2018-2019: Total English Learners: 1,083 Number: 106 Percent: 9.8%</p>
<p><b>Metric/Indicator</b> Percent of EL Enrolled in English Support Courses</p> <p><b>19-20</b> Decrease EL Enrollment in Eng. I &amp; II Support to:</p> <ul style="list-style-type: none"> <li>9th Grade 15% of all 9th grade ELs</li> <li>10th Grade 3% of all 10th grade ELs</li> </ul> <p><b>Baseline</b> Eng. I &amp; II Support EL Enrollment (10.1.16):</p> <ul style="list-style-type: none"> <li>9th Grade 32% of all 9th grade ELs</li> </ul>	<p>Percent of ELs enrolled in English I or II Support classes as of February 10, 2020 9th Grade: 24% of 9th grade ELs enrolled in English I Support 10th Grade: 17% of 10th grade ELs enrolled in English II Support</p> <p>Based on last year's data, there was a decrease of 11% in ELs enrolled in English I Support, in 2018 there was 35% enrollment. In 10th grade there was a decrease of 4% of ELs enrolled in English II Support.</p>

Expected	Actual
<ul style="list-style-type: none"> <li>10th Grade 19% of all 10th grade ELs</li> </ul>	
<p><b>Metric/Indicator</b> Percent of students Exiting Support Classes mid-year</p> <p><b>19-20</b> Increase the % of English Learners exiting support classes mid-year by 5% from previous year.</p> <p><b>Baseline</b> 17-18 Base Line</p> <p>9th Grade - 42/97 (42.3%) 10th Grade - 10/66 (15.2%)</p> <p>Total Exiting English I and II Support - 52/163 (31.9%)</p>	<p>Percent of students Exiting Support Classes mid-year</p> <p>9th grade-157/167 (5.9%) 10th grade 86/110 (21.8%)</p> <p>Total Exiting English I and II Support - 243/277 (12.2%)</p>
<p><b>Metric/Indicator</b> SBAC- ELA &amp; Math (11th Grade ELs in country 1+ years)</p> <p><b>19-20</b> ELA- English Learners::</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 20%</li> <li>Nearly Met: 35%</li> </ul> <p>Mathematics (Math):</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 20%</li> <li>Nearly Met: 30%</li> </ul> <p><b>Baseline</b> ELA- English Learners:</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 6%</li> <li>Nearly Met: 26%</li> </ul> <p>Mathematics (Math):</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 5%</li> </ul>	<p>2018-19 SBAC Scores:</p> <p>ELA- English Learners::</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 6.81%</li> <li>Nearly Met: 19.55%</li> </ul> <p>Mathematics (Math):</p> <ul style="list-style-type: none"> <li>Met/Exceeded: 3.6%</li> <li>Nearly Met: 8.56%</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>Nearly Met: 9%</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Continue to support BRT. Revisit/revise the current formula used to identify the amount per student.	1.1 & 1.4 Site and District BRTs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$633,360	1.1 & 1.4 Site and District BRTs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$311,671
1.2 Moved to Action 2 below in this goal.	1.4 Site BRTs 1000-1999: Certificated Personnel Salaries Title III \$125,860	1.4 Site BRTs 1000-1999: Certificated Personnel Salaries Title III \$102,662
1.3 Moved to Action 2 below in this goal.	1.5 Elevation: Annual Fees and Training 5800: Professional/Consulting Services And Operating Expenditures Title I \$17,000	1.5 Elevation: Annual Fees and Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$15,400
1.4 Continue to hire .2 FTE District BRT - Coordinating and supporting ELPAC (item removed)	1.6 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,075	1.6 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,245
1.5 Continue and increase use of Ellevation: <ul style="list-style-type: none"> <li>Annual License Fee + 1 day of training</li> <li>Train 100% of the teachers on Teacher Platform: How to identify and monitor ELs using the monitoring forms and the language proficiency levels.</li> </ul>	1.9 EL Support Funds to Sites 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$230,200	1.9 EL Support Funds to Sites 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$12,710
1.6 Implement process and timeline for monitoring student progress and evaluating the effectiveness of programs/services (i.e. Site level EL Team Meetings for monitoring and reclassification).	1.4 Site and District BRTs 3000-3999: Employee Benefits Supplemental and Concentration \$140,903	1.4 Site and District BRTs 3000-3999: Employee Benefits Title III \$2,396
1.7 Combined with Action 2 below	1.4 Site BRTs 3000-3999: Employee Benefits Title III \$27,777	
1.8 Adopt and implement new EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit, and SSC/SDMC.		
1.9 Continue to allocate funds to sites at an amount of \$250 per EL students for supplemental services: Field Trips, Bilingual Instructional Aids, supplemental materials, extended day services		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		<p>1.9 EL Support Funds to Sites 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$177,411</p> <p>1.9 EL Support Funds to Sites 3000-3999: Employee Benefits Supplemental and Concentration \$47,829</p> <p>1.9 EL Support Funds to Sites 4000-4999: Books And Supplies Supplementary Programs - Specialized Secondary \$7,965</p>
<p>Supporting Designated ELD/Curriculum and Instruction:</p> <p>2.1 Continue to provide Designated ELD training as needed-- Approximate numbers:</p> <ul style="list-style-type: none"> <li>• New ELD teachers (4)</li> <li>• District coaches (2)</li> <li>• English Support teachers (4--one per comprehensive site)</li> <li>• Support 2 teachers of ELD to become apprentices of SysELD</li> <li>• Register them to participate in EL Achieve--Leadership Institute for SysELD</li> </ul> <p>2.2 Provide SysELD Implementation Support (Teacher collaboration/Cohort Model)</p> <ul style="list-style-type: none"> <li>• Cohort Stipend: \$1,200 per teacher X 12 teacher</li> <li>• Cohort Facilitator/Coach Stipend: \$1,200 X 3</li> </ul> <p>2.3 Pilot/Adopt curriculum and assessments for ELD and English I-II Support</p> <ul style="list-style-type: none"> <li>• SysELD Units (6 sets of ELD Unit 1 for each ELD Level- Total 18 Units @ \$275 per unit)</li> <li>• EL Achieve--English Units (4 sets per teacher)</li> </ul> <p>2.4 Pilot Co-taught model for students performing at the ELD III level</p>	<p>2.1 Designated ELD Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>2.2 Designated ELD Implementation Support 3000-3999: Employee Benefits Supplemental and Concentration \$18,000</p> <p>2.3 ELD Curriculum 4000-4999: Books And Supplies Base \$50,000</p> <p>2.4 Two Sections per School site @ \$25,000 per section 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p> <p>2.5 PD for Bilingual Instructional Aids 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,000</p>	<p>2.1 Designated ELD Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,407</p> <p>2.2 Designated ELD Implementation Support 3000-3999: Employee Benefits Supplemental and Concentration \$18,000</p> <p>2.3 ELD Curriculum 4000-4999: Books And Supplies Base \$26,160</p> <p>2.4 Two Sections per School site @ \$25,000 per section 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$200,000</p> <p>2.5 PD for Bilingual Instructional Aids 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,407</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>33% of ELD III students in core mainstream courses (2 sections per site)</li> </ul> <p>New Actions:</p> <p>2.5 Support and empower Bilingual Instructional Aids to better serve and support EL students in the classroom.</p> <ul style="list-style-type: none"> <li>Professional development (EL Achieve--Seminar for Paraprofessionals)</li> <li>Release/Compensated collaboration time</li> </ul> <p>2.6 Provide professional development for LEP teachers (i.e. Language proficiency levels, CM implementation support, etc.)</p>	<p>2.6 PD for LEP Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>2.6 PD for LEP Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$465</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For the most part, funds budgeted were used as planned. One goal that is still in progress is the adoption of the EL Master Plan. We gathered an EL Steering Committee at the beginning of the 2019-2020 school year, with their input much of the focus shifted to the high need for new materials for the ELD program and priority shifted to the pilot and adoption of instructional materials. For the 20-21 school year, in addition to further action around the implementation of materials, we will continue to update and implement an EL Master Plan and develop a plan for communicating key factors of the plan to all stakeholders via staff meetings, DELAC/ELAC, Bargaining unit, and SSC/SDMC.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One success in order to move the pilot/adoption process forward was the creating of the ELD I-III Standards Map with collaboration from ELD teachers across the district. Once completed, there were presentations across the sites to all ELD teachers, BRT's and IVPs.

### New Actions

A silver lining of distance learning and the spirit of collaboration, a network of individuals, who under normal circumstances may have only worked with staff from their sites, joined together to provide support to all of our English language learners and their families. This includes our Bilingual Resource Teachers (BRTs), Bilingual Parent Liaisons, and various Bilingual Instructional Associates (BIAs) at



each site. Our initial focus in this transition was to make sure we supported teachers to organize their curriculum for students to access remotely. We focused on creating supports for students to navigate Canvas and other important educational tools their teachers were using. Our district's Bilingual Instructional Associates had also been working many hours to reach students, at different points of the day. Day after day, they are checking in on students and also on the well-being of their families, tracking the information, and relaying their findings to the right person at each site. They supported teachers and students to make sure they knew how to turn in assignments and so much more. To further their potential, we provided our BIAs the training they needed to update their skills and to be equipped to provide intense support to our students when they were connecting with them on phone calls or supporting teachers in zoom breakout rooms. In order to ensure that we could provide a meaningful experience to our BIAs, we considered their individual needs by collecting input from ELD/LEP teachers and from all the BIAs, and with the help from IVPs and BRTs, we shared the surveys with each group. Once responses were collected BRTs and the EL Coordinator facilitated PD sessions on high leverage tools students and teachers were using. BIA's could not attend all sessions but videos, slides, and any other resources available to all the participants were shared. In addition to the sessions, we started the day with a general session and a very important overview of "Balancing Social-Emotional Needs with Educational Goals for ELs". This helped BIAs to feel more comfortable with these educational tools, feel empowered to help, and they were able to meet each other, and understand that there is a support network here for them. We will continue to create PD opportunities for BIAs.

## Goal 5

Student Achievement-College & Career: Graduate students who are college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>                      Percent of Graduating Seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)</p> <p><b>19-20</b>                      Increase the percent of “all” graduating senior meeting A-G requirements by 3% of prior year.</p> <p><b>Baseline</b>                      Class of 2016: 59.1%</p>	<p>18-19 A-G completion 58.8%, -5.2% from 2017-18</p>
<p><b>Metric/Indicator</b>                      Percent of Unduplicated subgroups of graduating seniors meeting A-G requirements as per SUHSD Dashboard (02/02/17)</p> <p><b>19-20</b>                      Demonstrate an increase in the percent of the unduplicated subgroups of graduating seniors meeting A-G by 3% of prior year.</p> <p><b>Baseline</b>                      Class of 2016:</p> <ul style="list-style-type: none"> <li>• EL &amp; RFEP Combined = 31.2%</li> <li>• Foster Youth = 20%</li> <li>• Homeless = 9.1%</li> </ul>	<p>18-19 EL &amp; RFEP A-G completion 41.7%, +4.4% from 2017-18                      18-19 Foster Youth A-G completion 0%, 0% from 2017-18                      18-19 Homeless A-G completion 38.5%, +5.2% from 2017-18</p>

Expected	Actual
<p><b>Metric/Indicator</b> Percent of students exceeding Standards: ELA and Math Scores on CAASPP tests</p> <p><b>19-20</b> Increase the CAASPP scores in ELA and Math by 3% from prior year.</p> <p><b>Baseline</b> CAASPP Scores 16-17:</p> <ul style="list-style-type: none"> <li>• ELA- 31% Exceeded Standards</li> <li>• Math – 24% Exceeded Standards</li> </ul>	<p>18-19 ELA: 43.76 exceeded standards, +6.5% from 2017-18 18-19 Math: 26.9% 31.9% exceeded standards, +5% from 2017-18</p>
<p><b>Metric/Indicator</b> Percent of students taking a CTE pathway course (Introductory, concentrator, and capstone)</p> <p><b>19-20</b> Increase by 3% from the prior year the percent of students taking</p> <ul style="list-style-type: none"> <li>• a CTE introductory pathway course.</li> <li>• a CTE concentrator pathway course</li> <li>• a CTE capstone pathway course</li> </ul> <p><b>Baseline</b> 2017-18 CTE Pathway Rates Taking a CTE Introductory Pathway Course: 10.%3 Taking a Concentrator or Capstone Course: 12%</p>	<p>18-19: 12.3% of all students completed a CTE introductory course, +2.0 from 2017-18 18-19: 5.9% of all students completed a concentrator or capstone course, -6.1 from 2017-18</p>
<p><b>Metric/Indicator</b> Percent of unduplicated subgroups taking a CTE pathway course (Introductory, concentrator, and capstone)</p>	<p>18-19: 15.2% of unduplicated completed a CTE Introductory course, +1.5 from 2017-18 18-19: 4.6% of unduplicated completed a concentrator or capstone course, -3.7 from 2017-18</p>

Expected	Actual
<p><b>19-20</b> Increase by 3% from the prior year the percent of unduplicated subgroups taking</p> <ul style="list-style-type: none"> <li>• a CTE introductory pathway course.</li> <li>• a CTE concentrator pathway course</li> <li>• a CTE capstone pathway course</li> </ul> <p><b>Baseline</b> 2017-18 CTE Pathway Rates Baseline: Taking a CTE Introductory Pathway Course: 13.7% Taking a CTE Concentrator or Capstone Course: 8.3%</p>	
<p><b>Metric/Indicator</b> Percent of graduating seniors taking at least one AP/IB class</p> <p><b>19-20</b> Increase the percent of “all” graduating seniors taking at least one AP/IB course by 3% of prior year</p> <p><b>Baseline</b> Class of 2016: 62.8%</p>	<p>18-19 seniors taking at least one AP/IB class 63.3%, -3% from 2017-18</p>
<p><b>Metric/Indicator</b> Percent of unduplicated subgroups of graduating seniors who have taken at least one AP/IB class</p> <p><b>19-20</b> Increase over the prior year by 3% the number of unduplicated graduating seniors who have taken at least one AP/IB class</p> <p><b>Baseline</b> Class of 2016</p> <ul style="list-style-type: none"> <li>• Hispanics/Latino: 49.6%</li> <li>• SED: 43.6%</li> </ul>	<p>18-19 Hispanic/Latino taking at least one AP/IB class 46.4%, -3.8 from 2017-18 18-19 Foster Youth/Homeless taking at least one AP/IB class 53.8%, +20.5% from 2017-18 18-19 SED taking at least one AP/IB class 41.4%, -5.7% from 2017-18</p>

Expected	Actual
<ul style="list-style-type: none"> <li>FY/Homeless 12.5%</li> </ul>	
<p><b>Metric/Indicator</b> Percent of students who pass an AP/IB exam with a score of 3 or higher (New)</p> <p><b>19-20</b> Increase over the prior year by 3% the number of students who pass at least one AP/IB exam</p> <p><b>Baseline</b> Class of 2016 AP/IB pass rates: 73.7%</p>	<p>18-19 students passing AP/IB Exam with 3 or higher 76.1%, 0% change from 2017-18</p>
<p><b>Baseline</b></p>	
<p><b>Metric/Indicator</b> Early Assessment Program Results</p> <p><b>19-20</b> Increase the CAASPP scores in ELA and Math by 3% from baseline:</p> <ul style="list-style-type: none"> <li>ELA- 40%</li> <li>Math- 33%</li> </ul> <p><b>Baseline</b> CAASPP Scores 16-17: ELA - 43.1% Exceeded Standards Math- 28.3 % Exceeded Standards</p>	<p>18-19 students exceeding standards on CAASPP ELA 43.8%, +6.5% change from 2017-18 18-19 students exceeding standards on CAASPP Math 43.8%, +16.9%</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will ensure all students have access to a rigorous course of study such as graduation, A-G, CTE and IB/AP by continuing to:</p> <p>1.1 Support a College &amp; Career Advisor (CCA) at each site</p> <p>1.2 Support classes in Math and English for students that need additional support in meeting graduation requirements and A-G requirements</p> <p>1.3 . Create a plan of action for juniors and/or seniors in need of making up A-G courses (credits)</p> <p>1.4 Meet with all students each semester to track their A-G, IB/AP and CTE participation and progress.</p> <p>1.5 Increase the number of dual enrollment courses offered to District students so more students graduate from high school with UC transferable college courses completed</p> <p>1.6 Support an AVID program at each of the comprehensive sites, continuing to provide all students with one-to-one electronic devices</p> <p>1.7 Work towards all students having access to appropriate technology tools that enhance richer levels of learning</p> <p>1.8 Staff a Small Schools Executive Director of Innovation to facilitate ingenuity in course offerings, school design and student engagement</p> <p>1.9 If successful in prior years, increase numbers of co-taught courses for ELD III level students</p>	<p>1.1 \$507,500            1.2 \$1,591,520            1.3 \$0            1.4 \$0            1.5 \$0            1.6 \$609,000            1.7 \$319,725            1.8 \$0            1.9 \$190,820            1.10 No cost            1.11 No cost</p> <p>1.2 Support Classes-Supplemental Concentration Grant            1.3 N/A            1.4 N/A            1.5 N/A            1.6 Salary/Benefits:            1.7 Materials/Equipment            1.9 Salary/Benefits:            1.10 No Cost            1.11 No Cost            1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,472,315</p>	<p>1.1 \$507,500            1.2 \$1,591,520            1.3 \$0            1.4 \$0            1.5 \$0            1.6 \$609,000            1.7 \$319,725            1.8 \$0            1.9 \$190,820            1.10 No cost            1.11 No cost</p> <p>1.2 Support Classes-Supplemental Concentration Grant            1.3 N/A            1.4 N/A            1.5 N/A            1.6 Salary/Benefits:            1.7 Materials/Equipment            1.9 Salary/Benefits:            1.10 No Cost            1.11 No Cost            1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,472,315</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.10 Continue at TIDE Academy a schedule that will ensure students graduate high school with 15+ units of college credit completed and CTE pathway</p> <p>1.11 NEW ACTION Heterogeneously group students in freshman UC A-G science and Algebra Initiative sections.</p>		
<p>2.1 Continue enough Co-teaching sections (one general education teacher and one special education teacher) for Students with Disabilities whose IEPs indicate a need for this accommodation.</p> <p>2.2 Use established system to monitor student progress quarterly or at the end of each semester.</p> <p>2.3 Continue to support instructional aides assisting in the push-in and pull out model.</p> <p>2.4 Continue to support students with unique needs that cannot be met by district service by providing instruction through the SMCOE.</p> <p>2.5 Continue to support and provide services to students that cannot be met by the district services by providing instruction through the local non-public schools.</p> <p>2.6 Continue to support and provide transportation for students with special needs to attend appropriate programs.</p> <p>2.7 NEW ACTION Increase in-house options for some students currently in private placements to enhance their services.</p>	<p>2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000</p> <p>1000-1999: Certificated Personnel Salaries Base 22,000,000</p> <p>2.1 classified 2000-2999: Classified Personnel Salaries AB602 \$3,074,749</p> <p>2.4 SMCOE 5800: Professional/Consulting Services And Operating Expenditures Base \$597,280</p> <p>2.5 Non Private School 5000-5999: Services And Other Operating Expenditures Special Education \$3,905,870</p> <p>2.6 Transportation 5800: Professional/Consulting Services And Operating Expenditures AB602 \$2,455,925</p> <p>classified 3000-3999: Employee Benefits AB602 \$1,472,466</p> <p>4000-4999: Books And Supplies AB602 \$72,745</p>	<p>2.1 Special Ed Program and Co-Teaching Sections Obj. Code 1101, 3000</p> <p>1000-1999: Certificated Personnel Salaries AB602 \$10,856,043</p> <p>2.1 classified 2000-2999: Classified Personnel Salaries AB602 \$3,537,903</p> <p>2.4 SMCOE 7000-7439: Other Outgo AB602 \$543,183</p> <p>2.5 Non Private School 5800: Professional/Consulting Services And Operating Expenditures AB602 \$2,844,594</p> <p>2.6 Transportation 5800: Professional/Consulting Services And Operating Expenditures Base \$285,883</p> <p>2.6 Transportation 2000-2999: Classified Personnel Salaries Base \$1,331,065</p> <p>2.6 Transportation 4000-4999: Books And Supplies Base \$42,506</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SPED benefits 3000-3999: Employee Benefits AB602 \$3,113,401	2.6 Transportation 3000-3999: Employee Benefits Base \$1,029,871  SPED benefits 3000-3999: Employee Benefits AB602 \$5,707,874
<p>Monitor and support the following groups of students in their progress towards graduation, UC A-G completion, CTE pathways and participation in IB/AP:</p> <p>3.1 English Learners</p> <p>3.2 Foster Youth (FY)/Homeless</p> <p>3.3 Socio-Economically Disadvantaged (SED)- Supplemental Education Services (SES)</p> <p>3.4 Migrant</p>	<p>3.1 Included in Goal 4 Action 1.9</p> <p>3.2 \$8,000</p> <p>3.3 \$80,000</p> <p>3.1 N/A</p> <p>3.2 - 3.3 Direct Services: Title I</p> <p>3.1 N/A</p> <p>3.2 Obj. Code 5813</p> <p>3.3 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Title I \$88,000</p> <p>3.4 Direct services: Migrant</p> <p>3.4 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Title I \$113,325</p> <p>3000-3999: Employee Benefits Title I \$25,011</p>	<p>3.1 Included in Goal 4 Action 1.9</p> <p>3.2 \$8,000</p> <p>3.3 \$80,000</p> <p>3.1 N/A</p> <p>3.2 - 3.3 Direct Services: Title I</p> <p>3.1 N/A</p> <p>3.2 Obj. Code 5813</p> <p>3.3 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Title I \$68,959</p> <p>3.4 Direct services: Migrant</p> <p>3.4 Obj. Code 1901, 3000 1000-1999: Certificated Personnel Salaries Title I \$54,435</p> <p>3.4 Direct services: Migrant</p> <p>3.4 Obj. Code 1901, 3000 3000-3999: Employee Benefits Title I \$10,462</p>



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For the most part, funds budgeted were used as planned. Where funds were not used as planned, support was provided for success in making students college and career ready during distance learning. This funding manifested itself in staff development, one-to-one devices and internet connectivity.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Thanks to the inclusive nature of the LCAP process, stakeholders were well informed on the implementation of the actions/services to achieve our A-G goal. College and Career Advisors are accessed by all of the District's students through both scheduled and impromptu interactions and through PTSA, Parent Education, and Counseling Office outreach, parents know how to access these services to help their student(s) attain A-G. Course placement is data-driven so middle schools and parents are a part of determining English and math support classes for the incoming students who will need them. There is an Advisory Council that continues to oversee the implementation of co-teaching, and Sped. Department Chairs meet with IVPs each semester to review placement and practice. Co-teaching A-G access is also monitored for individual student success by sped. case managers. Bilingual Resource Teachers work with IVPs and the Director of English Learner Development to implement and monitor the EL A-G program. These groups work with the Parent Outreach Coordinator to keep parents informed on A-G requirements and how their student(s) can reach them. The Foster Youth/Homeless Coordinator works with AVPs and the county to make sure students are correctly identified, receiving services and know where to go for additional support. The Migrant Coordinator does the same for Migrant youth. Students apply for the AVID program and parents agree to AVID expectations annually. Site AVID Coordinators work with the District Director to oversee A-G completion of AVID students.

With the move to distance learning, the District found itself morphing the actions/services implemented to achieve this goal. For instance, one of our measures for student achievement was CAASPP results and CAASPP testing did not happen in the last year of this LCAP cycle. Another was AP/IB testing, which was also stunted or canceled in the final assessment round for these LCAP goals. While we were able to complete the annual update for 2018-19, it is disappointing to not be able to continue the assessment measures put in place into the intended final year of this LCAP cycle.

## Goal 6

Promote a positive and personalized learning environment that will result in students maintaining positive behavior and engaging in their educational experiences. (Formerly Goal 7)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            School facilities maintained in good repair</p> <p><b>19-20</b>            100% of school facilities are in good repair as measured by William’s Act Cleanliness Report</p> <p><b>Baseline</b>            100% of school facilities are in good repair as measured by William’s Act Cleanliness Report</p>	<p>100% of school facilities are in good repair.</p>
<p><b>Metric/Indicator</b>            New in 2017-18, Panorama Survey: valued members of the school community; physical and psychological safety at school.</p> <p><b>19-20</b>            7,000+ Students completed survey:</p> <p>Valued members of the school community            3.3/5 resulting in 60th percentile of all national high schools completing the Panorama Survey</p> <p>Physical and psychological safety at school</p>	<p>The following is the most recently available data:</p> <p>7,038 students submitted responses to the district's Fall 2019 climate and culture survey, via Panorama. Results for the survey include:</p> <p>Valued members of the school community            3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey</p> <p>Physical and psychological safety at school</p>

Expected	Actual
<p>4.0/5 resulting in 93rd percentile of all national high schools completing the Panorama Survey</p> <p><b>Baseline</b> 2017-18 Baseline Results, 7,022 Student Survey Responses:</p> <p>Valued members of the school community 3.1/5 resulting in 40th percentile of all national high schools completing the Panorama Survey</p> <p>Physical and psychological safety at school 3.9/5 resulting in 90th percentile of all national high schools completing the Panorama Survey</p>	<p>3.8/5 resulting in 80th percentile of all national high schools completing the Panorama Survey</p>
<p><b>Metric/Indicator</b> Attendance Rates- (as measured by SUHSD Dashboard- ½ Day Partial/Full Day)</p> <p><b>19-20</b> 2018-19 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:</p> <ul style="list-style-type: none"> <li>• All Students: 94.7%</li> <li>• Special Education: 94.0%</li> <li>• Socioeconomically Disadvantaged: 93.0%</li> <li>• EL &amp; RFEP Combined: 93.0%</li> <li>• Foster Youth: 91.0%</li> <li>• Homeless: 91.0%</li> </ul> <p><b>Baseline</b></p> <ul style="list-style-type: none"> <li>• All: 95.2%</li> </ul>	<p>The following is the most recently available data:</p> <p>2019 Attendance Rates (full year partial/full day), as measured by the SUHSD Dashboard, are as follows:</p> <ul style="list-style-type: none"> <li>• All Students: 94.2%</li> <li>• Hispanic/Latino: 92.3%</li> <li>• African American: 93.0%</li> <li>• Pacific Islander: 90.7%</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>• SWD (Sped): 92%</li> <li>• SED (Low Income): 93.1%</li> <li>• EL/RFEP Combined: 93.3%</li> <li>• FY: 79%</li> <li>• Homeless: 85%</li> </ul>	
<p><b>Metric/Indicator</b> Chronic Absenteeism Rates as measured by the California Department of Education (DataQuest)</p> <p><b>19-20</b> All Students: 13.5%</p> <ul style="list-style-type: none"> <li>• African American: 15.0%</li> <li>• Hispanic/Latino: 16.0%</li> <li>• Pacific Islander: 20.0%</li> <li>• Special Education: 18.0%</li> <li>• EL &amp; RFEP: 21.0%</li> <li>• Foster Youth: 32.0%</li> <li>• Homeless: 32.0%</li> </ul> <p><b>Baseline</b> Baseline established 2017-18:</p> <ul style="list-style-type: none"> <li>• All Students: 15.4%</li> <li>• African American: 20.2%</li> <li>• Hispanic/Latino: 21.9%</li> <li>• Pacific Islander: 27.5%</li> <li>• Special Education: 26.1%</li> <li>• EL &amp; RFEP: 28.2%</li> <li>• Foster Youth: 52.7%</li> <li>• Homeless: 52.5%</li> </ul>	<p>The following is the most recently available data:</p> <p>2018-2019 Chronic Absenteeism Rates as measured by the California Department of Education (DataQuest), are as follows:</p> <p>All Students: 16.5%</p> <ul style="list-style-type: none"> <li>• African American: 21.1%</li> <li>• Hispanic/Latino: 25.1%</li> <li>• Pacific Islander: 33.2%</li> <li>• Special Education: 31.0%</li> <li>• EL &amp; RFEP: 33.0%</li> <li>• Foster Youth: 40.0%</li> <li>• Homeless: 49.3%</li> </ul>
<p><b>Metric/Indicator</b> Graduation rates as measured by the California Department of Education (Dashboard)</p>	<p>The following is the most recently available data:</p> <p>2018-2019 Graduation rates as measured by the California</p>

Expected	Actual
<p><b>19-20</b> Demonstrate an increase in the graduation rate of all students in general and each applicable pupil subgroup by at least 3% from the baseline.</p> <p><b>Baseline</b> Baseline established 2017-18:</p> <ul style="list-style-type: none"> <li>• All Students: 93.4%</li> <li>• African American: 78.9%</li> <li>• Hispanic/Latino: 88.6%</li> <li>• Pacific Islander: 82.9%</li> <li>• Special Education: 74.6%</li> <li>• EL &amp; RFEP: 76.9%</li> <li>• Foster Youth: *%</li> <li>• Homeless: 78.8%</li> </ul>	<p>Department of Education (Dashboard) are as follows:</p> <ul style="list-style-type: none"> <li>• All Students: 86.7%</li> <li>• African American: 85.9%</li> <li>• Hispanic/Latino: 77.2%</li> <li>• Pacific Islander: 72.9%</li> <li>• Special Education: 72.6%</li> <li>• EL &amp; RFEP: 61.3%</li> <li>• Foster Youth: *%</li> <li>• Homeless: 66.7%</li> </ul> <p>*no data available</p>
<p><b>Metric/Indicator</b> Suspension rates as measured by the California Department of Education (Dashboard)</p> <p><b>19-20</b> Demonstrate a decrease in the suspension rate for “All” students in general and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> <li>• All Students: &lt;3.5%</li> <li>• African American: &lt;10%</li> <li>• Hispanic/Latino: &lt;5%</li> <li>• Pacific Islander: &lt;7%</li> <li>• Special Education: &lt;8%</li> <li>• EL &amp; RFEP: &lt;5%</li> <li>• Foster Youth: &lt;12%</li> </ul> <p>Homeless: &lt;10%</p> <p><b>Baseline</b></p>	<p>The following is the most recently available data:</p> <p>2019-2020 Suspension rates as measured by the California Department of Education (Dashboard) are as follows:</p> <ul style="list-style-type: none"> <li>• All Students: 3.8%</li> <li>• African American: 8.4%</li> <li>• Hispanic/Latino: 5.7%</li> <li>• Pacific Islander: 13.5%</li> <li>• Special Education: 7.5%</li> <li>• EL &amp; RFEP: 7.5%</li> <li>• Foster Youth: 24.0%</li> <li>• Homeless: 12.2%</li> </ul>

Expected	Actual
<p>2016-17 suspension rates are as follows:</p> <ul style="list-style-type: none"> <li>All Students: 4.4%</li> <li>African American: 9.5%</li> <li>Hispanic/Latino: 6.5%</li> <li>Pacific Islander: 10.1%</li> <li>Special Education: 10.1%</li> <li>EL &amp; RFEP: 8.8%</li> <li>Foster Youth: 21.4%</li> <li>Homeless: 6.1%</li> </ul>	
<p><b>Metric/Indicator</b> Number of Expulsions as measured by the California Department of Education (Dashboard)</p> <p><b>19-20</b> Demonstrate a decrease in the number of expulsions for “All” students in general and each applicable pupil subgroup compared to baseline</p> <ul style="list-style-type: none"> <li>At minimum &lt; 15 total expulsions</li> </ul> <p><b>Baseline</b> In 2016-17, the total number of expelled students was 22.</p>	<p>The following is the most recently available data:</p> <p>2019-2020 Number of Expulsions as measured by California's DataQuest (Dashboard does not track this data) are as follows:</p> <ul style="list-style-type: none"> <li>Zero (0) students were expelled</li> </ul>
<p><b>Metric/Indicator</b> Percent of 9th grade students earning 30+ credits after the first semester as measured by the SUHSD Dashboard</p> <p><b>19-20</b> Demonstrate an increase in the percent of "All" freshmen earning 30 credits after the first semester each year and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> <li>At minimum: 9th grade</li> </ul>	<p>This Metric/Indicator is no longer tracked in the SUHSD Dashboard. For 2018, the percent of 9th graders obtaining 60+ credits by the end of the year was 83.39%.</p>

Expected	Actual
<p>students earning 30+ credits &gt; 90%</p> <p><b>Baseline</b> 2016-17 9th grade students earning 30+ credits after first semester:</p> <ul style="list-style-type: none"> <li>• All Students: 86%</li> <li>• African American: 75.8%</li> <li>• Hispanic/Latino: 79.2%</li> <li>• Pacific Islander: 73.6%</li> <li>• Special Education: 75.5%</li> <li>• EL &amp; RFEP: 78.3%</li> <li>• Foster Youth: 40%</li> <li>• Homeless: 46.7%</li> </ul>	
<p><b>Metric/Indicator</b> Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard</p> <p><b>19-20</b> Demonstrate an increase in the percent of "All" sophomores earning 120 credits after the second semester each year and each applicable pupil subgroup compared to baseline.</p> <ul style="list-style-type: none"> <li>• At minimum percent of 10th grade students earning 120 credits &gt; 82%</li> </ul> <p><b>Baseline</b> 2015-16 10th grade students earning 120+ credits after second semester</p> <ul style="list-style-type: none"> <li>• All Students: 77.8%</li> <li>• African American: 61.5%</li> </ul>	<p>The following is the most recently available data:</p> <p>2018-2019 Percent of 10th grade students earning 120+ credits after the first semester as measured by the SUHSD Dashboard is as follows:</p> <ul style="list-style-type: none"> <li>• 78.6%</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>• Hispanic/Latino: 64.7%</li> <li>• Pacific Islander: unk%</li> <li>• Special Education: 61.6%</li> <li>• EL &amp; RFEP: 62.9%</li> <li>• Foster Youth: 66.7%</li> <li>• Homeless: 31.6%</li> </ul>	
<p><b>Metric/Indicator</b>  Graduation rates as measured by the SUHSD District Dashboard</p> <p><b>19-20</b>  This measurement tool has been changed. See the above metric and associated measurement tool.</p> <p><b>Baseline</b>  Class of 2016: Cohort Graduation Rate =79%</p> <ul style="list-style-type: none"> <li>• Af. Am. = 59.2%</li> <li>• Latino = 73.7%</li> <li>• Pac Island. = 50.8%</li> <li>• Spec Ed = 62.9%</li> <li>• EL = 70.5%</li> <li>• Foster = 50%</li> <li>• Homeless = 50%</li> </ul>	
<p><b>Metric/Indicator</b>  Suspension rates as measured by the SUHSD Dashboard</p> <p><b>19-20</b>  This measurement tool has been changed. See the above metric and associated measurement tool.</p> <p><b>Baseline</b>  2015-16 Suspension Rate - 4.9%</p> <ul style="list-style-type: none"> <li>• Af. Am. = 14.1%</li> <li>• Latino = 7.7%</li> </ul>	



Expected	Actual
<ul style="list-style-type: none"> <li>• Pac Island. = 10.2%</li> <li>• Spec Ed = 10.7%</li> <li>• EL &amp; RFEP = 8.3%</li> <li>• Foster = 16.4%</li> <li>• Homeless = 12.2%</li> </ul>	
<p><b>Metric/Indicator</b> Number of Expulsions as measured by the SUHSD Dashboard</p> <p><b>19-20</b> This measurement tool has been changed. See the above metric and associated measurement tool.</p> <p><b>Baseline</b> 2015-16 Number of Expulsions = 28</p> <ul style="list-style-type: none"> <li>• Af. Am. = 3</li> <li>• Latino = 18</li> <li>• Pac Island. = 1</li> <li>• Spec Ed = 4</li> <li>• EL &amp; RFEP = 19</li> <li>• Foster = 0</li> <li>• Homeless = 0</li> </ul>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 District base program ensures clean and safe facilities for all students	1.1 Obj. Code 2230, 2240, 3000 2000-2999: Classified Personnel Salaries Base \$9,564,933  3000-3999: Employee Benefits Base \$2,959,390	1.1 Obj. Code 2230, 2240, 3000 2000-2999: Classified Personnel Salaries Base \$6,797,275  1.1 Obj. Code 2230, 2240, 3000 3000-3999: Employee Benefits Base \$2,037,143

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Modify existing mental health curricula for use in Life Skills classes and targeted at-risk students and expand as necessary.</p> <p>2.2 Continue Kognito’s Friend2Friend training for all 9th grade students through Life Skills and targeted at-risk students (Redwood)</p> <p>2.3 Continue neuroscience of addiction curriculum for 9th grade students. Complete analysis of expanding neuroscience of addiction curriculum for upper grades and pilot.</p> <p>2.4 Continue expanding outreach for parent education, particularly to the families of at-risk students, in English and home language.</p> <p>2.5 Continue to improve Tier I interventions (and explore Tier II) and supports for student behavior and mental health needs. Through the Discipline Task Force, Alternative to Suspension/Expulsion program, with partnership, to be implemented.</p> <p>2.6 Implement a comprehensive districtwide attendance monitoring and response system that is based on a tiered system of interventions</p> <p>2.7 Explore multi-tiered system of support for student behavior and mental health supports and services. Identify need for specific intervention staff and appropriate model(s).</p>	<p>2.1 - Teacher Collaboration: Supplemental Concentration Grant</p> <p>2.3 - Teacher training; PD: Supplemental Concentration Grant</p> <p>2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$41,209</p> <p>2.1 - Teacher Collaboration: Supplemental Concentration Grant</p> <p>2.3 - Teacher training; PD: Supplemental Concentration Grant</p> <p>2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 3000-3999: Employee Benefits Supplemental and Concentration \$9,095</p> <p>2.2 - Kognito Training: Supplemental Concentration Grant</p> <p>2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant</p> <p>2.2 Obj. Code 5813 2.4 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$13,000</p>	<p>2.1 - Teacher Collaboration: Supplemental Concentration Grant</p> <p>2.3 - Teacher training; PD: Supplemental Concentration Grant</p> <p>2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$41,209</p> <p>2.1 - Teacher Collaboration: Supplemental Concentration Grant</p> <p>2.3 - Teacher training; PD: Supplemental Concentration Grant</p> <p>2.1 Obj. Code 1906, 3000 2.3 Obj. Code 1906, 3000 3000-3999: Employee Benefits Supplemental and Concentration \$9,095</p> <p>2.2 - Kognito Training: Supplemental Concentration Grant</p> <p>2.4 - Videotaping Parent Ed Series: Supplemental Concentration Grant</p> <p>2.2 Obj. Code 5813 2.4 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$12,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>2.6 - Attendance: Supplemental Concentration Grant 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$54,400</p> <p>2.5 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant</p> <p>2.7 Explore multi-tiered system of support for student behavior and mental health supports and services. Identify need for specific intervention staff and appropriate model(s). 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$100,000</p>	<p>2.6 - Attendance: Supplemental Concentration Grant 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$51,687</p> <p>2.5 Alternatives to Suspension/Expulsion: Supplemental Concentration Grant</p> <p>2.7 Explore multi-tiered system of support for student behavior and mental health supports and services. Identify need for specific intervention staff and appropriate model(s). 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$68,879</p>
<p>Evaluate the current programs for “at risk” students and modify as needed:</p> <p>3.1 Compass (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.</p> <p>3.2 Team Ascent (Incoming 9th graders) - increase number of incoming Pacific Islander students participating.</p> <p>3.3 Summer school offerings for 9th and 10th graders to recover subject-area credit when remediation courses prevent school-year access</p> <p>3.4 Sequoia Aspirations Program (SAAP) for identified/targeted “at risk” 9th and 10th grade students. Increase number of Pacific Islander students participating.</p>	<p>3.1 \$101,500 3.3 \$511,373 3.4 \$433,484 3.5 \$253,750 3.7 \$20,300</p> <p>3.1 Compass: Supplemental Concentration Grant 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: \$433,484 Supplemental Concentration Grant, 3.5 IS Benefits/Salary: Supplemental Concentration Grant</p>	<p>3.1 \$101,500 3.3 \$511,373 3.4 \$433,484 3.5 \$253,750 3.7 \$20,300</p> <p>3.1 Compass: Supplemental Concentration Grant 3.3 Summer School: Supplemental Concentration Grant 3.4 SAAP Benefits/Salary: \$433,484 Supplemental Concentration Grant, 3.5 IS Benefits/Salary: Supplemental Concentration Grant</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>3.5 Support the Independent Studies (IS) program (caseload not to exceed 28 students per IS teacher)</p> <p>3.6 Contract with Acknowledge Alliance to support the following groups of students: returning from suspension, juvenile hall, at risk of suspension</p> <p>3.7 Support dual enrollment options for SUHSD students, to include Adult School</p>	<p>3.7 Adult School: Supplemental Concentration Grant</p> <p>3.1 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,320,407</p> <p>3.2 Team Ascent: Title I 3.2 Obj. Code 1907, 2107, 3000  1000-1999: Certificated Personnel Salaries Title I \$145,145</p> <p>3.4 Action Item Local Donations 3000-3999: Employee Benefits Supplemental and Concentration \$367,587</p> <p>3.4 SAAP Benefits/Salary:\$100,000 Local Grants and Donations</p> <p>3.4 Obj. Code 1101, 3000, 1901 Other \$100,000</p> <p>3.6 Consultant: Supplemental Concentration Grant</p> <p>3.6 Obj. Code 5813 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$57,000</p>	<p>3.7 Adult School: Supplemental Concentration Grant</p> <p>3.1 Obj. Code 1907, 2107, 3000 3.3 Obj. Code 1907, 2107, 3000 3.4 Obj. Code 1101, 3000, 1901 3.5 Obj. Code 1101, 3000 3.7 Obj. Code 1101, 3000 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,320,407</p> <p>3.2 Team Ascent: Title I 3.2 Obj. Code 1907, 2107, 3000,1107 1000-1999: Certificated Personnel Salaries Title I \$41,168</p> <p>3.2 Team Ascent: Title I 3.2 Obj. Code 1907, 2107, 3000,1107 2000-2999: Classified Personnel Salaries Title I \$51,699</p> <p>3.2 Team Ascent: Title I 3.2 Obj. Code 1907, 2107, 3000,1107 3000-3999: Employee Benefits Title I \$20,178</p> <p>3.1 Compass: Supplemental Concentration Grant 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$112,243</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3.1 Compass: Supplemental Concentration Grant 3000-3999: Employee Benefits Supplemental and Concentration \$21,869  3.4 SAAP Benefits/Salary:\$100,000 Local Grants and Donations  1000-1999: Certificated Personnel Salaries Other \$194,698  3.4 SAAP Benefits/Salary:\$100,000 Local Grants and Donations  3000-3999: Employee Benefits Other \$83,895  3.6 Consultant: Supplemental Concentration Grant  5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$68,879

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Of the funds budgeted for Actions/Services in this goal that were not implemented, none were expended to support students, families, teachers, and staff under the goal in a different manner. Due to the pandemic caused by COVID-19, there was not an ability to redirect any budgeted funds.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

District and school facilities are continuously inspected as part of the year Student Accountability Report Card (SARC) process. All deficiencies are quickly repaired and the district has plans for annual maintenance and larger scale upgrades. Due to the pandemic caused by COVID-19, once employees were able to return to work and due to students being in distance learning, school site repairs and upgrades were able to get ahead of schedule.

The district successfully continue its mental health curricula in Life Skills classes and to targeted students, as well as the neuroscience of addiction curriculum. Even though the pandemic forced students into distance and online learning, the curricula were able to be fully delivered through established learning environments. The same holds true for the district's parent education and outreach program (the Parent Education Series). Most events were able to be held in person as originally planned, but some were cancelled due to local shelter in place orders in the Spring, 2020. The Series was able to quickly pivot to digital webinars, and modify planned topics in order to address urgent needs of students during the difficult transition of their learning and away from school sites.

The district was very successful in exploring and implementing Tier II interventions for student behavior and mental health needs. As recommended via the Discipline Task Force, the district collaborated with Star Vista to create an Alternative to Suspension/Expulsion (ATS) program for alcohol, tobacco, and other drugs, as well as anger management. While this partnership thrived by serving over twenty (20) students in its first year, it became challenging in the Spring due to the pandemic. Local shelter in place orders prevented students from meeting in person and the program was slow to move into a digital meeting place. Additionally, fewer referrals were being submitted due to students not being on campus, making it difficult identify students that needed the intervention.

The district's comprehensive attendance monitoring and response system was implemented across all school sites and successfully assisted in lowering the district's chronic absenteeism rate, as well improving written communication regarding student attendance to their parents/guardians. Just as school sites began coordinating group and individual attendance conferences, COVID arrived and students went into distance learning with new guidelines for attendance and engagement. The district continue to support attendance interventions even during this phase of learning.

The district began the multi-tiered system of support planning and implementation for student behavior and mental health supports and services. District and school site MTSS teams were developed and teams attended district and county level training sessions to begin this work. Additional staff members (Intervention Counselors) were hired in collaboration with a local grant, in addition to the hiring of the MTSS Coordinator. This work has been ongoing, slowing slightly due to the pandemic, but has resulted in a new focus on the Social Emotional Learning needs of students and staff. At the end of the 2019-2020 school year, the district recommended forming the SEL Task Force to begin meeting and carrying some of this work.

At-risk student needs continue to be met by increasing their engagement prior to attending any classes as an incoming 9th grader. The district has begun improving the identification of student needs as they transition to high school, in collaboration with feeder schools and districts. This is accomplished via Team Ascent and the Sequoia Aspirations Advocates Program (SAAP). The Team Ascent Summer Program continues to serve as a summer bridge. Team Ascent recruits and enrolls those most at-risk students as recommended by middle school administrators, and those students with demonstrated struggles in English and math. The program

focuses on introducing and preparing students to high school culture through academic and hands-on activities, and developing positive relationships with staff members. SAAP has a full-time Aspirations Advocate that works with at-risk 9th grade students. All aforementioned Team Ascent students move directly into this program in the Fall of their 9th grade year. Additional SAAP students are identified by middle school administrators and those students with demonstrated struggles in English and math. This program employs the principles and conditions of the Aspirations framework designed by Quaglia.

## Goal 7

Provide Foster Youth with academic resources and social emotional supports that result in their educational outcomes mirroring that of the general population. (Formerly Goal 8.)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Enrollment Numbers of FY</p> <p><b>19-20</b> 100% enrolled promptly and appropriately</p> <p><b>Baseline</b> 100%</p>	<p>100% foster youth new to the district were placed immediately to a school and enrolled promptly, sometimes without appropriate and required paperwork (per Education Code).</p>
<p><b>Metric/Indicator</b> Number of School Records forwarded/requested within 2 business days</p> <p><b>19-20</b> 100% of foster youth's records are transferred within 2 business days from date of enrollment/transfer</p> <p><b>Baseline</b> 100%</p>	<p>The district supplied 100% of all foster youth records to receiving school/district in a timely fashion, within 2 business days from transfer date.</p>
<p><b>Metric/Indicator</b> Type of Support Services accessed by FY</p> <p><b>19-20</b> Ensure that 80% of foster youth students access at least one service throughout the year.</p> <p><b>Baseline</b></p>	<p>100% of foster youth within the district took advantage of at least one service throughout the year. All students received a free bus/transportation pass for travel through San Mateo County. Some foster youth also received individual transportation, backpacks, school supplies, and other services to include clothing, referrals to community resources, etc.</p>



Expected	Actual
<p data-bbox="107 175 1003 245">Identify and track services accessed by foster youth throughout the year</p> <p data-bbox="107 266 348 297"><b>Metric/Indicator</b></p> <p data-bbox="107 305 1010 371">Percent of teachers, administrators and key personnel receiving Professional Development on FY needs</p> <p data-bbox="107 393 191 423"><b>19-20</b></p> <p data-bbox="107 431 1014 570">Ensure that 100% of administrators and a 30% increase from baseline of teachers and other key personnel receive training on the needs and resources available for foster youth</p> <p data-bbox="107 626 239 657"><b>Baseline</b></p> <p data-bbox="107 665 365 696">Establish baseline</p>	<p data-bbox="1058 256 1965 436">100% of administrators received an update on Foster Youth law; school site counselor teams received direct training from County foster youth liaisons in support of our students. As this was the first occurrence of a coordinated training effort, a 30% increase was exceeded as the training had never occurred in past years.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p data-bbox="107 878 1041 971">1.1 Continue to fund staff/personnel (Attendance/Welfare Coordinator) to support implementation of systems and protocols that will result in the desired outcomes</p>	<p data-bbox="1058 883 1499 1047">1.1 Attendance/Wellness Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$121,800</p> <p data-bbox="1058 1068 1499 1232">1.1 Support Staff (Attendance/Wellness Office) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$81,200</p> <p data-bbox="1058 1253 1499 1349">certificated 3000-3999: Employee Benefits Supplemental and Concentration \$26,881</p> <p data-bbox="1058 1370 1499 1463">classified 3000-3999: Employee Benefits Supplemental and Concentration \$25,123</p>	<p data-bbox="1535 883 1969 1047">1.1 Attendance/Wellness Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$181,437</p> <p data-bbox="1535 1068 1969 1232">1.1 Support Staff (Attendance/Wellness Office) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$119,355</p> <p data-bbox="1535 1253 1976 1349">certificated 3000-3999: Employee Benefits Supplemental and Concentration \$44,891</p> <p data-bbox="1535 1370 1961 1463">classified 3000-3999: Employee Benefits Supplemental and Concentration \$68,924</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>2.1 Continue to improve district protocols to include proper identification of students who enter the Foster Youth system after enrolling in our district</p> <p>2.2 Continue the collaboration and communication with San Mateo County Office of Education and San Mateo Mental Health to align services for FY students, ensure smooth transitions in/out of district, and explore current and new data management systems (i.e., Foster Focus, DataZone, HealthMaster, etc.) for tracking and documentation of FY and Homeless students</p> <p>2.3 Continue to provide transportation to/from school to FY and Homeless students placed temporarily in residential homes and shelters</p>	<p>2.2 Data Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>2.3 Bus Passes and Other Transportation 5800: Professional/Consulting Services And Operating Expenditures Title I \$10,000</p> <p>2.3 District Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>2.2 Data Management System 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5000</p> <p>2.3 Bus Passes and Other Transportation 5800: Professional/Consulting Services And Operating Expenditures Title I \$6,551</p> <p>2.3 District Transportation 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0</p>
<p>3.1 Expand collaborative team within SUHSD for the purpose of identifying the needs of and providing support to FY and Homeless students. Provide information on events and professional development opportunities; bring training to key stakeholders (administration, front office staff, counselors, mental health support staff, etc.).</p> <p>3.2 Participate in local, county and state trainings on addressing the needs of FY/Homeless students</p>	<p>3.1 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p> <p>3.1 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3.1 Release/Compensated Time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3.2 Conferences/workshops/meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>3.1 Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,076</p> <p>3.1 Release/Compensated Time 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3.1 Release/Compensated Time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$1,500</p> <p>3.2 Conferences/workshops/meetings 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,624</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.1 Release/Compensated Time 3000-3999: Employee Benefits Supplemental and Concentration \$1,878	3.1 Release/Compensated Time 3000-3999: Employee Benefits Supplemental and Concentration \$900
4.1 Provide personal computing devices (Chromebooks) for all Foster Youth students across the district. Investigate internet access at home; if none, provide LTE connectability or hot spot.	4.1 Supplies for foster youth 4000-4999: Books And Supplies Supplemental and Concentration \$10,000	4.1 Supplies for foster youth 4000-4999: Books And Supplies Federal Funds \$10,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

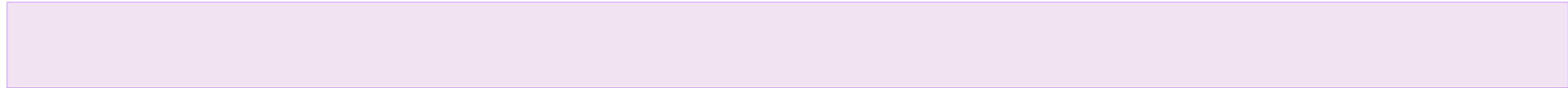
All budgeted expenditures to provide Foster Youth with academic resources and emotional supports were spent by the district. It is also evident that the district spent approximately \$180,000 over the expected cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All of the action items were successfully implemented to support the needs of foster youth enrolled in the district. In collaboration with the County Office of Education (COE), school sites, and district foster youth liaisons, the new students enrolling (and students transferring out of the district) had all required school records transferred within two business days, if not sooner.

With the use of Foster Focu, and through the district's revamped intake process, foster youth were offered appropriate resources such as; bus passes, school supplies, counseling, clothing, community resources, etc. at the initial transfer/intake meetings with the Welfare & Attendance Office. School site staff and administrators were trained on observed signs of these needs, and communication began to disseminate directly to all site foster youth liaisons in a supportive and strategic manner.

District and site foster youth liaisons attended county training addressing the needs of Foster Youth students. The district purchased computing devices and connectivity hot spots, and issued to the students in need. COVID-19 did not have an impact on the implementation of the action items, but it did affect action item 4.1 since the district did not purchase enough devices and hotpots necessary, to address the immediate needs in the sudden transition to distance learning. Ultimately, while the transition impacted this action, all foster youth received devices and hot spots needed to continue distance learning.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE/Sanitation/Filtration to prepare schools for in-person instruction	975,000	973,470	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The District's Learning Continuity and Attendance Plan was approved by the SUHSD School Board on September 16, 2020. At the time, all instruction was happening via distance learning. However, a month later, schools began to provide support cohorts for students who were: failing classes because of lack of access to connectivity and/or a lack of a quiet learning environment; failing multiple classes; seniors failing courses required for graduation. In said cohorts, students continued to attend their online courses but had the support of a staff member, a quiet place to study, and adequate connectivity. Cohorts followed the safety protocols outlined by the state and county departments of health.

On April 5, 2021, students whose families had opted to have them on-campus for concurrent instruction began a quarter rotation of being on campus for classes two days every two weeks. As of April 19, 2021, half the students whose families had opted to have them on-campus for concurrent instruction were on campus two days a week. Input from stakeholders was that synchronous instruction and not changing course teachers were priorities for families. Thus, the decision to opt for the concurrent instruction model which kept all students with the same instructors for four synchronous days a week and optional office hours on Wednesdays the otherwise asynchronous instructional day.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

While autumn saw high attendance in the support cohorts, post-winter break student participation had greatly dwindled. Students' reasons for ceasing to attend were a combination of rising COVID infection concerns and cold weather. When the data was studied, there was no statistically relevant difference in the final grades of students who attended the support cohorts and those who did not.

In-person instruction via the concurrent instruction model was a challenge to launch because of the many unknowns and shifting CDE requirements. As the guidelines for screening students and staff, social distancing, and general OSHA requirements shifted, so did District plans. The desire was to get students back to school as soon as was safely possible, but the specifics of what was safely possible morphed during our return to school planning. Now that students who have opted in have returned to the classroom, we find ourselves much more tech-savvy than we were a year ago this time. The staff has done a yeoman's job of learning how to teach at a distance and this has informed many new engagement strategies for all students and subject areas. In addition, we have moved to one-to-one devices for all students and heard from many parents how much easier this has made it for them to track their student's progress since there is now a laptop in every student's home that parents can also use to check grades, assignments, attendance, etc. The transition to online learning last spring was rough, but our staff absolutely rose to the challenge. As a result, we return to the in-person classroom with more tools to serve all students.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices (Chromebooks/Laptops) for students and teachers in need. Connectivity options including Hotspots, sponsorship for Comcast, WIFI hubs across campuses.	\$1,500,000	\$1,910,449	Yes
Professional development	\$1,001,579	\$31,569	Yes
District-wide Zoom License , Hot spots , upgraded connectivity	\$35,000	\$766,677	Yes
Additional hours for staff to outreach to parents and students.	\$25,000	\$25,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Due to the need to replace much already existing technology that did not have the bandwidth for home use, as well as many requests for internet access, the District spent \$172,116 more than anticipated to make it possible for all students to access classes via distance learning.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Learning from the challenges of spring 2020's swift shift to distance learning, in the 2020-21 school year, the district was prepared to provide effective online instruction. Students were able to stay with their initial instructors for the duration of the year, had four days of synchronous instruction and one of asynchronous instruction with optional office hours the fifth day of each school week. All students were provided one-to-one devices as well as internet access where needed. Staff development focused around providing meaningful instruction in a distance learning environment and teachers spent much time prepping to engage and instruct students in the online setting. The main challenge was reaching students who were not present and/or struggled academically in the virtual environment. The District is implementing a robust summer program and credit recovery options to help combat this deficit.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Callahan Consulting for support in math test design, administration, scoring, reporting, and teacher professional development and coaching.	\$314,000	\$312,400	No
Support monies for sites (e.g., support classes, release periods, smaller class sizes, etc.)	\$2,190,569	\$483,891	Yes
Kelly Smith Consulting for support in English test design, administration, scoring, reporting and teacher professional development and coaching.	\$100,000	\$109,000	No
Math Instructional Coach at the District Office	\$178,954	\$183,354	No
English Instructional Coach for ELA/Reading at the District Office	\$207,575	\$213,581	No
Coordinator for English Learners and Literacy at the District Office	\$219,332	\$224,679	No
Contract with Illuminate, Inc. for support in test design, administration, scoring and reporting.	\$78,000	\$77,857	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The planned actions and budgeted expenditures are directly tied to addressing pupil learning loss and supporting the needs of students. In particular, the funds were used to develop locally administered assessments that align to the state standards and our curriculum. For example, to measure pupil learning loss in English Language Arts and Math, we budgeted for consulting, instructional coaches and technological platforms to help design new blueprints for our interim comprehensive assessment in literacy and math. In addition, this personnel helped solicit input from various stakeholders (e.g., teachers, administrators, department chairs, etc.) to ensure that the validity and reliability of the assessment met the goals of the program. Student progress was shared through presentations to various audiences and we are continuing to develop professional development and training around using these results to inform instruction and help continue to measure student growth in ELA and Math. In addition, to address pupil learning loss for students who are English Learners, Foster/Migrant youth and low income, our planned expenditures allowed us to implement instruments that measure specific growth in Lexile scores for students who are below grade level in our reading intervention programs (Read 180, System 44, English 1 support) and to measure English language acquisition for newcomer students in our ELD program



(using the IPT online in Reading). In addition, budgeted expenditures were specifically earmarked to support students who were falling behind grade level through funds for the sites to utilize for additional support classes, release periods for teachers, smaller class sizes, etc.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were successful in our attempts to measure learning loss in the 2020-21 school year. In Fall 2020, we administered an Interim Comprehensive Assessment in Math to all of our students in 9th through 12th grade. This assessment was replicated from the prior year and contained similar items designed to measure three main domains - Concepts & Procedures, Applications & Problem Solving, and Communicating Reasoning. Our cohort analysis of the Class of 2023 allowed us to examine student performance from 9th to 10th grade on the same kind of assessment. Our evidence showed no “significant learning loss” due to COVID closures for the Class of 2023. In fact students showed significant gains on the mini-performance task, when comparing performance from Fall 2019 to Fall 2020. The same findings held true for the Class of 2022 and the Class of 2021 in terms of progress on the mini-performance task and no signs of learning loss (<https://docs.google.com/presentation/d/1p5tQgqKJY-BUgUepg6Wbk1fXGz6mdMVjRdA7RrWOc2Y/edit?usp=sharing>)

In addition, we also looked at our students progress on the Literacy Interim Comprehensive Assessment (ICA), which was also developed in-house and administered to students across 9th-12th grade. A new test was created for 9th and 10th graders using 9/10 standards/passages. The same blueprint (# items/standard, item types, DOK.) was used as 11th/12th grade assessment from the year prior. Having a comparison from the year prior, allowed us to look at potential learning loss. When comparing performance of ninth and tenth graders from 2019 to 2020, we can see an increase of 12%. In addition, 11th and 12th graders appear to have shown a 7.6% increase in percent correct when compared to last year. Growth was shown across all subgroups and students who are socio-economically disadvantaged appeared to show the greatest growth from year to year in 9th/10th grade. While most areas showed gains from year to year, we did notice a decrease in student performance on two standards, which we will address during instruction this year - "Integrate multiple sources of information presented in diverse formats and media" and "Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases." This data has been shared at the site level and we continue to work with our professional development team and instructional coaches to provide evidence-based decision making for student progress.

<https://docs.google.com/presentation/d/1Tak8KNmVUUTHiYWVZwk1YfXJ6vHiok5vKcddoe0hAzQ/edit?usp=sharing>

For students who are below grade level in Reading and in our MTSS intervention courses like Read 180, Systems 44 or English 1 support, we have administered the Reading Inventory several times during the course of the year to track their progress on the Lexile scale. In our Gains Analysis Report, we found that 85% of students in Read 180 showed growth, while 15% showed a decrease in Lexile score. We are addressing the needs of the students to identify these students and continue to monitor their progress. For

students enrolled in Systems 44, 67% of students increased in their Lexile score on the Reading Inventory. We continue to measure students in these intervention programs with the Reading Inventory and the DORA at the end of each quarter and semester as it relates to exiting the intervention programs and moving towards grade level college prep English.

Lastly, for newcomers in our ELD program, we measured students English language acquisition using the Online IPT. For students with matched test scores from the year prior (n=35), we found that 74% remained the same in terms of their reading level, 9% showed a downward trajectory and 17% showed growth. With a limited sample of students to make this claim, we have decided to do a post-test of all students tested in a Spring administration to more accurately measure growth within the year (Fall 2020 to Spring 2021) and more accurately evaluate the impact of English language acquisition during the course of this distance learning experience.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Through effective monitoring, proactive outreach, and a range of supportive programs, our students, staff, and school communities have had resources to positively impact mental health and well-being. Staff have addressed trauma and other impacts of COVID-19 in the supports that have been provided. In order to monitor student social emotional needs, staff have collaborated and communicated through established and refined systems of support. MTSS Intervention teams have implemented data tracking for student Mental Health intervention needs, monitoring multiple data indicators that impact well-being (i.e. attendance and engagement, foster youth access to interventions, students displaced from their homes, students with 504 Plans and SST intervention plans, and monitoring student engagement and needs through their virtual classroom interactions with teachers). Upcoming SEL surveys of students, staff, and families will also provide additional information to inform social and emotional well-being needs for planning in the upcoming school year. During distance learning, Supportive Mental Health and Social Emotional Learning Interventions have included:

\*Online student and staff individual counseling (virtual, in-person, telehealth)

\*Social emotional support/skill building groups (examples of areas of need: positive relationships, stress management, alcohol and substance use prevention, grief, mindfulness, etc.)

\*Mental Health/well-being partnerships and expansive resource network (Care Solace, SMCOE, Trauma Resource Institute, Stanford Collaborative, Atlas Mental Health Application, EAP, etc.)

\*Parent Education Series (session examples: mental health, executive functioning, etc.)

\*SEL Task Force (targets: developing district SEL vision, streamlining common process to access SEL support, formalizing SEL curriculum, planning system for continuous SEL professional development, and building an SEL data system to monitor interventions)

\*Site specific Wellness supports developed by MH providers for staff support (Wellness Wednesdays including common interests, social-emotional resources and events available in the surrounding community)

\*District ongoing trainings (i.e. trauma informed practices, restorative practices, diversity and equity, addressing COVID-19 specific issues, suicide risk recognition and prevention, creating safe and positive virtual learning environments)

Data: Multiple measures of student, staff, and family wellness demonstrate current social/emotional perceptions, supports that have been provided, and areas of continued concentration for support.

### WELLNESS DATA 20-21:

\*Student referrals for Mental Health/Wellness support

Carlmont High School.....	172
East Palo Alto Academy.....	56
Menlo-Atherton High School.....	283
Redwood High School.....	64
Sequoia High School.....	186
Tide Academy.....	17
Woodside High School.....	227

Total District.....987

COMMUNITY ENGAGEMENT SURVEY:

\*Response highlights from students, staff, and families

- 1) Students, staff and parents stress the importance of positive staff-student relationships
- 2) Staff, students and parents believe social-emotional support and community building were especially important right now
- 3) Mental health support is seen as an important piece of wellness
- 4) Access to grief counseling for students due to the toll of COVID is a desire of parents and staff
- 5) Smaller class sizes are seen as a way to provide more connectedness and support
- 6) While school is remote, more socially distanced community building opportunities are needed

\*What are the main contributors to student success in school?

Students:

Friends.....72%  
Teachers.....67.7%

Parents:

Friends.....71.3%  
Challenging Courses.....58.1%

Staff:

Safe Environment.....80%  
Friends.....49%

\*Student support needs endorsed

Students:

None of the Above.....38.7%  
Mental Health.....32%  
Academics.....32%  
Wellness.....38%

Parents:

Belonging.....46.7%  
Academics.....39.4%  
Wellness.....38%  
None of the above.....23.3%

Staff:

Wellness.....	73.7%
Mental Health.....	73%
Belonging.....	63.3%
Academics.....	56.2%

CALIFORNIA HEALTHY KIDS SURVEY (9th, 11th, NT-Continuation School):

\*Response Rate

9th grade.....	84%
11th grade.....	73%
NT.....	53%

\*School Engagement and Supports

School connectedness.....	9th- 62%.....	11th- 52%,
Academic motivation.....	9th- 66%.....	11th- 63%.....NT- 67 %
Maintaining focus.....	9th- 27%.....	11th- 21%.....NT- 34%
Caring adult relationship.....	9th- 62%.....	11th- 63%.....NT- 74%
High expectations-adults.....	9th- 75%.....	11th- 74%.....NT- 83%
Meaningful participation.....	9th- 36%.....	11th- 32%
Promotion of parent involv.....	9th- 51%.....	11th- 43%.....NT- 61%

\*School Safety

School perceived as safe.....	9th- 76%.....	11th- 66%
Exp harassment/bullying.....	9th- 17%.....	11th- 29%
Mean rumors/lies spread about.....	9th- 19%.....	11th- 33%
Been afraid of being beaten up.....	9th- 9%.....	11th- 13%
Been in a physical fight.....	9th- 9%.....	11th- 23%
Seen a weapon on campus.....	9th- 4%.....	11th- 7%

\*Adult and Peer Relationships

Adult supports.....	9th- 82%.....	11th- 79%.....NT- 71%
Peer supports.....	9th- 78%.....	11th- 81%.....NT- 67%
Virtual peer interactions (4 days+).....	9th- 71%.....	11th- 76%.....NT- 60%
Cyberbullying.....	9th- 19%.....	11th- 18%.....NT- 10%

\*Social and Emotional Health

Social emotional distress.....	9th- 30%.....	11th- 35%.....NT- 22%
Chronic sadness/hopelessness.....	9th- 34%.....	11th- 43%.....NT- 44%
Considered suicide.....	9th- 12%.....	11th- 12%..... NT- 7%

Self-Efficacy.....	9th- 76%.....	11th- 75%.....	NT- 80%
Self-Awareness.....	9th- 68%.....	11th- 67%.....	NT- 76%
Problem Solving.....	9th- 54%.....	11th- 54%.....	NT- 52%
Optimism.....	9th- 53%.....	11th- 48%.....	NT- 59%
Gratitude.....	9th- 71%.....	11th- 67%.....	NT- 83%

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Each school site within the district has enlisted additional support and services from staff members in order to make outreach to engage families. This work will continue to occur in an ongoing capacity, as students enter school sites' Tiered Reengagement Plans. While the Education Code notes outreach is required for students missing 3 school days or 60% of school per week, the district made a decision to include any student that may need intervention(s) in the Tiered Reengagement Plan. Therefore, all students will be supported and provided interventions, not just students meeting the state's attendance minimum. The district is also adding additional ways to communicate with parents during Distance Learning for the 2020-2021 school year. This includes additional written letters, available in student home languages, as well as SMS (text) messaging via the district's attendance monitoring system (Attention2Attendance).

Teachers will be completing student attendance during Distance Learning as normal. In addition, teachers will also assess weekly engagement for every student. In consultation with teachers, school site, and district staff, student attendance in the district's Student Information System (SIS) now represents attendance, participation, and engagement. In the Attendance module of the SIS, teachers will mark the checkbox for Participated (present) for students attending live sessions, and leave the checkbox empty/blank (absent) for any students that did not attend. Weekly, teachers will also submit participation/engagement information based upon daily participation as defined to include any combination of- evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff and students/parents. Teachers will make every effort to have student attendance submitted daily by 5:00 P.M. in order for automated attendance calls. Additionally, teachers are encouraged to make contact with students and parents/guardians to ensure they have what they need to access learning. In order for teachers to have flexibility with monitoring student attendance and engagement, they will be able to modify attendance for up to 3 calendar days.

Teacher weekly engagement submissions will be utilized to provide tiered interventions and supports to students. If students are not engaged, this triggers intervention response(s). This Additional teacher-submitted data will also be utilized for: automated attendance calls, emails, texts, etc., for the generation of re-engagement letters via the attendance-monitoring system, weekly engagement records, and ultimately the strategies of the school site's Tiered Reengagement Plan:

Tiered Reengagement Plan TIER / LEVEL I Reengagement Data

- \*0-3 Period NP marks for Engagement Progress/Quarter:

## \*2.5-3.0 GPA

### Data Sources

- Teacher Referral
- Infinite Campus Attendance
- Attention2Attendance
- Weekly Engagement Reports
- Progress/Grade Reports

### Student Supports

- Culturally relevant and responsive instruction
- Advisory/mentor program
- PBL - highly engaged curriculum
- Teacher differentiation
- Social-Emotional Learning Activities
- Mental Health and Wellness
- Community-Based Organization involvement

### Student Interventions

- District (in student's home language):

\*Mail A2A "No Contact" letter on 9/1 for all students that have 0-10% attendance rate

\*If the threshold is met:

- Mail A2A "DL Unexc/Exc Letter 1/2/3"
- Mail A2A "Truancy/Exc Letter 1/2/3"
- Mail A2A "Conference"
- School Site:

\*Intervention/Attendance team staff member(s) (or other as assigned) to verify current parent/guardian contact information for each student

\*Cell phone, email, message number, home address, emergency contacts, etc.

\*Determine student needs:

- Is synchronous instruction not working for student (or student cannot access)

\*Provide information for distance learning resources, including technology support (equipment, connectivity, etc.)

\*Engagement supports (connecting families with school, teachers, community resources)

- Social Services
- County Resources

\*Food, Housing, etc.

\*Provide intervention(s) based upon student need(s)

\*Note intervention(s) in the Intervention tab of IC

## TIER / LEVEL II Reengagement Data

- In one week:

\*7-18 Period absences

\*3-6 Period NP marks for Engagement

- Progress/Quarter:

\*2.00 - 2.49 GPA

## Data Source

- Teacher Referral
- Infinite Campus Attendance
- Attention2Attendance
- Weekly Engagement Reports
- Progress/Grade Reports Student Supports

## Explore Tier/Level I supports

- Site-based Academic supports specific course changes, intervention groups, etc.
- Student Study Team referral

## Student Interventions

- District (in student's home language):

\*If the threshold is met:

- Mail A2A "DL Unexc/Exc Letter1/2/3"
- Mail A2A "Truancy/Exc Letter 1/2/3"
- Mail A2A "Conference"
- School Site:

\*All Tier/Level I interventions

\*Ongoing determination of student needs

- Mental Health support / Telehealth

\*Family support (social services)

\*Educational Supports and Interventions

\*Utilize A2A for two-way SMS communication regarding attendance, in student's home language

\*Possible welfare check from local law enforcement

\*Note intervention(s) in the Intervention Tab TIER / LEVEL III

## Reengagement Data

- Across multiple weeks:



- \*18+ Period absences
- \*6+ Period NP marks for Engagement
  - Progress/Quarter: \* < 1.99 GPA
  - Specific Student Subgroups:
- \*IEPs
- \*504s
- \*English Learners

#### Data Source

- Infinite Campus Attendance
- Attention2Attendance
- Weekly Engagement Reports
- Progress/Grade Reports Student Supports
- Tier/Level I/II Supports
- Modified Learning Environment - explore what supports may be needed

#### Student Interventions

- District (in student's home language):

\*If the threshold is met:

- Mail A2A "DL Unexc/Exc Letter 1/2/3"
- Mail A2A "Truancy/Exc Letter 1/2/3"
- Mail A2A "Conference" ?\*Potential SARB referral for additional/higher-level intervention

- School Site:

\*All Level I and II interventions

\*SST Referral, if not yet held

- \*Home Visits Under specific local/state health guidelines

\*Student may be required to attend courses on-campus

\*Explore final site-based interventions

\*Referral to Independent Studies, if appropriate

\*Reduced academic schedule

\*Utilize A2A for two-way SMS communication regarding attendance, in student's home language

\*Potential referral to Welfare & Attendance Office for SARB interventions

- Note: under SB-98, LEA's cannot refer students/families to Juvenile Court, but can still utilize the intervention structure of SARB

\*Note intervention(s) in IC

- Data In one week: \*0-6 Period absences

### Parent Workshops

Unfortunately, we did not offer the Parent Project Series this school year. The Parent Project is a very specific program for which our Bilingual Parent Liaisons serve as workshop leaders, the biggest concern is how to cover the sensitive topics each week in an online meeting while participants are at home in close earshot of their children or other relatives. Parents who participate reflect on their upbringing and trauma they may have experienced. Due to the fact that they would be connecting from home where relatives/kids or other people are nearby, this makes an impact on what they can share and the discussion needed each week. For this reason, we decided to put that series on hold for the moment. Instead, each site has created various other workshops for families that center around distance learning and topics that are affecting them around the pandemic and the lack of social interaction our students and families are experiencing. We are continuing to work with Charlene Margot to discuss how we can encourage our Spanish-speaking families to participate in the Parent Education Series. Our Parent Liaisons will highlight the Parent Education Series YouTube channel and all of the seminars in Spanish at all parent meetings. Encourage registration for each webinar as they provide a Spanish interpreter for those workshops not in Spanish.

Finally, we invited the Bilingual Parent Liaisons and ELAC/DELAC families to participate in the CABE Fall Parent Regional Virtual Conference held on December 5th, 2020.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Food Services utilized all applicable Child Nutrition Program federal and state policy waivers to provide meals to SUHSD students and school-age children in a Distance Learning format according to the 2020-21 school year calendar. Prepackaged breakfast and lunch meals containing the required meal components were available for pick up by students or parents at the designated serving locations. Students/families did not have to pick up at their home school site. Multiple-day meals including additional weekend meals were available for pick up on designated serving days during extended serving hours. No-cost meals were provided to all school-age children regardless of eligibility status. Meals served were recorded and claimed for reimbursement under the SSFO (Seamless Summer Feeding Option).

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The District's Learning Continuity and Attendance Plan was approved by the SUHSD School Board on September 16, 2020. At the time, all instruction was happening via distance learning and our plan reflected that. In October, the District began to put in place its in-person instructional offerings, offering on-site learning hubs to students who were: failing classes because of lack of access to connectivity and/or a lack of a quiet learning environment; failing multiple classes; seniors failing courses required for graduation. In said cohorts, students continued to attend their online courses but had the academic support of an additional staff member, a quiet place to study, and adequate connectivity. In-person support cohorts were also implemented for students in the certificate of completion programs. Beginning April 5th, students across the District had the option to return to campus for 25% of synchronous, concurrent instruction (two days over a two-week period). As of April 19th, students who had opted to return to campus for synchronous, concurrent instruction were on campus two days a week for the duration of the school year.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Implementing the 2020-21 distance learning and in-person (concurrent) programs has impacted the development of goals and actions in the 2021-24 LCAP. Many of the actions under Goal 1 of the 2021-24 LCAP ("The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.") are about our work to further enhance our instructional practice. Be it the creation of videos staff can review when it is best for them, to staff book group chat boards, to allowing teachers to Zoom in for staff development from home, this year has taught us new ways to support teachers in their instructional practices. These are examples of tools that are shifting our practice to help us more effectively reach Goal 1 of our new LCAP.

LCAP Goal 2 of the 2021-24 plan reads, "the District recognizes that equity is a behavior and we believe in meeting the needs of individual students. We commit to identify and design systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes." The pandemic spotlighted the inequities in our own system as some students came to school to pick up meals for home, many relied on the District for their technology tools and our

unduplicated student groups struggled more than their peers to pass classes. Goal 2 is a commitment to continue to work to close those gaps all the more apparent during distance and concurrent instruction. LCAP Goal 3 of the 2021-24 plan states, "the District will ensure the well-being of students and students will receive appropriate academic, behavioral, and socio-emotional supports, including full implementation of Multi-Tiered Systems of Supports (MTSS) at all sites in the District." Across demographics, student wellness suffered from isolation and worry. A big part of the coming years needs to be helping our students to recover not just academically, but also socio-emotionally from the past year. While our sunseting LCAP Goal 6 addressed general climate and culture, what we have seen in serving our students through the Pandemic has led to our 2021-24 LCAP Goal 3 focus on interventions and supports (in an MTSS model) for all students. MTSS was a small component of goal 6 in LCAP 2017-20, but it is clear that it needs a larger district focus over the next few years. Additionally, the SEL Task Force (as a domain within MTSS) is an LCAP action and a major focus of Goal 3 as students return to on-campus learning. We know there needs to be heightened attention given to the mental health and wellbeing of students, and this Task Force will support that work over the next few years. Under Goal 4 of the 2021-24 LCAP is an action item calling for a committee to look over our small schools and alternative programs portfolio. Part of the task of this committee will be to look at the students who this year preferred and better performed in online school than prior years in person and look at what we might design as ongoing opportunities who preferred components of the distance learning model. Finally, LCAP Goal 5 of the 2021-24 plan reads, "the District will offer in-person instruction to students who wish to return as soon as possible building on innovative practices developed during distance learning." While much was challenging about the past year, many innovative practices were discovered. In returning to school, the use of meaningful technology, continuing to provide one-to-one devices, office/flex hours, and going deeper rather than broader in the curriculum we teach are all practices on which we wish to build.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

In response to pupil learning loss, the District is providing a robust summer program that will allow for both credit recovery and enrichment. These additional opportunities for credit recovery will continue into upcoming school years and summer terms. In addition, the District will use the results of our internal common assessments and grades to determine learning loss. Over the summer, ELD and qualifying special education students will have robust summer enrichment programs allowing for extended school years, and foster youth and homeless students will have access to online tutoring. Over the course of the last year, we realized what a difference having internet provided made for our unduplicated students and their families, many of whom shared that it made it easier for them to track their student's progress. This technology provision will continue to be a priority for our students with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Tutoring offered was not just online but was also offered through in-person academic support cohorts.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The influence of reflection and analysis of student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan can be seen in the goals and actions of the 2021-22 through 2020-24 LCAP. Whereas the 2019-20 Annual Update reflects on a goal about increasing equity in our staff ranks, the new LCAP dedicates a goal equity in general. The new goal moves us from addressing one aspect of inequity into a goal that charges us to address District equity gaps with actions in multiple areas. While

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**



- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	139,980,543.00	104,157,290.00
	0.00	0.00
AB602	10,189,286.00	23,489,597.00
Base	117,379,792.00	72,936,951.00
Federal Funds	0.00	10,000.00
Locally Defined	75,000.00	3,762.00
Not Applicable	0.00	0.00
Other	222,300.00	407,558.00
Special Education	3,905,870.00	0.00
Supplemental and Concentration	7,641,177.00	6,930,271.00
Supplementary Programs - Specialized Secondary	0.00	7,965.00
Title I	413,481.00	253,452.00
Title II	0.00	12,676.00
Title III	153,637.00	105,058.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	139,980,543.00	104,157,290.00
	100,000.00	0.00
0001-0999: Unrestricted: Locally Defined	230,200.00	0.00
1000-1999: Certificated Personnel Salaries	94,262,124.00	59,065,663.00
2000-2999: Classified Personnel Salaries	13,237,132.00	12,306,931.00
3000-3999: Employee Benefits	23,377,543.00	27,399,057.00
4000-4999: Books And Supplies	510,969.00	577,578.00
5000-5999: Services And Other Operating Expenditures	4,385,070.00	318,939.00
5800: Professional/Consulting Services And Operating Expenditures	3,877,505.00	3,945,939.00
7000-7439: Other Outgo	0.00	543,183.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	139,980,543.00	104,157,290.00
		0.00	0.00
	Not Applicable	0.00	0.00
	Other	100,000.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	230,200.00	0.00
1000-1999: Certificated Personnel Salaries	AB602	0.00	10,856,043.00
1000-1999: Certificated Personnel Salaries	Base	88,066,826.00	42,140,153.00
1000-1999: Certificated Personnel Salaries	Other	0.00	194,698.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	5,810,968.00	5,666,202.00
1000-1999: Certificated Personnel Salaries	Title I	258,470.00	95,603.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	10,302.00
1000-1999: Certificated Personnel Salaries	Title III	125,860.00	102,662.00
2000-2999: Classified Personnel Salaries	AB602	3,074,749.00	3,537,903.00
2000-2999: Classified Personnel Salaries	Base	9,564,933.00	8,128,340.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	587,450.00	588,989.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00	51,699.00
3000-3999: Employee Benefits	AB602	4,585,867.00	5,707,874.00
3000-3999: Employee Benefits	Base	17,990,729.00	21,175,656.00
3000-3999: Employee Benefits	Locally Defined	15,000.00	3,762.00
3000-3999: Employee Benefits	Other	0.00	83,895.00
3000-3999: Employee Benefits	Supplemental and Concentration	733,159.00	392,460.00
3000-3999: Employee Benefits	Title I	25,011.00	30,640.00
3000-3999: Employee Benefits	Title II	0.00	2,374.00
3000-3999: Employee Benefits	Title III	27,777.00	2,396.00
4000-4999: Books And Supplies	AB602	72,745.00	0.00
4000-4999: Books And Supplies	Base	413,224.00	543,945.00
4000-4999: Books And Supplies	Federal Funds	0.00	10,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	25,000.00	15,668.00
4000-4999: Books And Supplies	Supplementary Programs - Specialized Secondary	0.00	7,965.00
5000-5999: Services And Other Operating Expenditures	Base	227,500.00	91,587.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
5000-5999: Services And Other Operating Expenditures	Locally Defined	60,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	122,300.00	128,965.00
5000-5999: Services And Other Operating Expenditures	Special Education	3,905,870.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	64,400.00	98,387.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	AB602	2,455,925.00	2,844,594.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,116,580.00	857,270.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	190,000.00	168,565.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	115,000.00	75,510.00
7000-7439: Other Outgo	AB602	0.00	543,183.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	79,043,148.00	57,271,463.00
<b>Goal 2</b>	3,300,017.00	4,257,226.00
<b>Goal 3</b>	748,068.00	519,698.00
<b>Goal 4</b>	1,466,175.00	941,728.00
<b>Goal 5</b>	40,391,087.00	29,785,093.00
<b>Goal 6</b>	14,732,166.00	10,932,324.00
<b>Goal 7</b>	299,882.00	449,758.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$975,000.00	\$973,470.00
Distance Learning Program	\$2,561,579.00	\$2,733,695.00
Pupil Learning Loss	\$3,288,430.00	\$1,604,762.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$6,825,009.00</b>	<b>\$5,311,927.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$975,000.00	\$973,470.00
Distance Learning Program		
Pupil Learning Loss	\$1,097,861.00	\$1,120,871.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,072,861.00</b>	<b>\$2,094,341.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,561,579.00	\$2,733,695.00
Pupil Learning Loss	\$2,190,569.00	\$483,891.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$4,752,148.00</b>	<b>\$3,217,586.00</b>