



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Located in Silicon Valley, the Sequoia Union High School District (SUHSD) serves a diverse population of over 9,000 high school students. In addition to its four comprehensive high schools, the District portfolio also includes a continuation high school, middle college, and independent study program. The District's adult school annually serves approximately 2,000 post-secondary learners. The SUHSD attendance area is comprised of the communities of Atherton, Belmont, East Palo Alto, Menlo Park, Portola Valley, Redwood City, Redwood Shores, San Carlos, and Woodside. Per the Fall 2020 CALPADS report, our high school student counts for the 2020-21 school year are as follows: total enrollment - 9,354; Latino - 41.6%; White - 37.6%; Asian - 8.7%; African American - 2.6%; Pacific Islander - 2.2%; Two or More Races - 4.5%; Other - 2.8%; English Learners (EL) - 14.1%; Title III Immigrants - 2.8%; Title I Migrant - 1.9%; students w/disabilities (SWD) - 12.6%; foster youth (FY) - 0.3%; students in transitional housing - 1.5%; percent of unduplicated pupils - 28.8%.

While there is much to celebrate, the District still has a substantial achievement gap that we are working to close. Due to the area's high cost of living, many of our students live in shared housing and/or have experienced periods of homelessness. In addition, a substantial portion of our student body is second language learners. This past year, all of our students experienced the trauma of a worldwide pandemic and over a year of distance learning.

Though many of our students face learning obstacles, SUHSD has experienced that, with the right supports, all of our students are capable of excelling. From professional development, to the implementation of Common Core, Next Generation Science Standards, and ELD curriculum, to increasing placement of students in A-G courses, to increased student support services such as alternatives to suspension, Team Ascent, and Sequoia's Aspirations Advocate Program, the District is seeing measures put in place making a difference, especially for our unduplicated student groups. In addition, while the past year has had many challenges, our time in distance learning has honed our ability to meaningfully integrate technology into the curriculum, led to a district-wide one-to-one electronic device program, and allowed us to find new ways to connect and support our students. The district offers a rigorous college-prep curriculum and support through programs such as: Advancement Via Individual Determination (AVID); BUILD; and CTE Academies. In addition, the District works to grow enrollment in AP/IB courses while lowering dropout and expulsion rates. Look for descriptions of these initiatives among others in the action items that follow.

Understanding that parent engagement is fundamental in enhancing student success, the District offers the Parent Project, a program of 10 workshops during which parents learn parenting strategies, and ways to support their students academically. In addition, the District also supports a Parent Education Series where university professors, researchers, and/or topic experts provide lectures and/presentations to parents and guardians on critical issues teens face, such as mental health and drug addiction.

In addition to our areas of strength, as you read through our LCAP we hope you will see our recognition of our areas for growth and a concrete plan to address those needs. It is our desire that our plan will be one that results in the most optimal outcomes for each and every one of our students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Both ELA and math had gains on the 2019 State Dashboard. The District increased 20.3 points in the number of students above standard in English, and 19.9 points in math. There was also a 1% decline in suspension rates. While we are pleased with this progress, we know there will be students with learning loss over the past 14 months. During the 2020-21 school year, we administered an Interim Comprehensive Assessment in Math to all of our students in 9th through 12th grade. 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 the 9th-12th grade. While both tests indicate that student learning loss may not be as severe as we feared, much is still unknown as the tests were not completed by all students. Teachers are vertically aligning to help us ensure that any not yet discovered learning loss is picked up quickly in the fall of 2021.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

On the most recent State School Dashboard item indicator, the District was in orange for overall graduation performance. In the Class of 2019, 86.7% of students who started in the District as freshman graduated four years later. This was a 2.6% decline from 2018 when 89.3% of the Class of 2018 who started in the District as freshman graduated four years later. The greatest decline in performance was found in the English Learner and socioeconomically disadvantaged subgroups, as well as students with disabilities. Many of the EL/SED and sped. students graduated the following year but were not included in the cohort's four-year graduation numbers, but an achievement gap persists. This gap can also be seen in the 2018-19 suspension rates where the District as a whole is in the green tier, but African-American and Foster Youth are in the red tier, and Students Experiencing Homelessness and Socio-Economically Disadvantaged Students are in the orange tier. On the most recent State School Dashboard Academic Indicator for Mathematics, the District increased 19.9 points overall, scoring in the blue range, but African-American and Hispanic students scored in the yellow tier, and socio-economically disadvantaged, English Learners and Socio-Economically Disadvantaged Students scored in the yellow tier and English Learners and Pacific Islanders in the orange tier. In English, the District increased 20.3 points and was an overall blue, but African-American, Hispanic, and Socio-Economically Disadvantaged students scored in yellow and English Learners, Students with Learning Differences and Pacific Islander students scored in orange. Some of these same trends were seen in the District's more recent data. There has been a persistent equity gap in student outcomes when comparing students in various sub-groups throughout the district. In particular, students who are English Learners, Socio-Economically Disadvantaged, Foster Youth and/or Homeless are less likely to graduate and meet A-G requirements demonstrating readiness for post-secondary opportunities. For examples, the equity gap in graduation rates from the Class of 2020 between students who are EL and not EL, is 30% (non-EL at 93% and EL at 63%), and the gap in graduates meeting A-G is 54% (non-EL is at 74% while EL is at 22%). Similarly, the equity gap is 20% between SED and non-SED graduating in the Class of 2020 (96% for non-SED and 76% for SED), and the A-G completion rates of those graduates show a 39% gap (81% for non-SED, 42% for SED). Actions to reduce these gaps can be found in every Goal 1 and 2 Action and several metrics, Goal 3's Action 4, and Goal 5's Action 1, 2, and 4 as well as several of Goal 5's metrics.

Furthermore, our District was identified in a review by Comprehensive Coordinated Early Intervening Services (CCEIS) to have a disproportionate representation of students with disabilities by race or ethnicity by disability, namely African American students eligible under Other Health Impairment. We have been working on revealing the underlying root causes for this disproportionality and started the process of identifying a focus group of students to track and monitor over time. Goal 2, Action 4 is included for ending this disproportionality.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The themes of this year's LCAP include both learning from the global pandemic of the past year and helping our community to recover from the experience. Every goal has in some way been influenced by education in the time of COVID 19. We learned new and effective ways to instruct students, increased our ability to engage students with technology, and did much to close the digital divide by providing one-to-one electronic devices and the internet for those who needed connectivity. Goals in this plan include actions that will continue and enhance what

we learned worked during this time of having to do school differently. We also watched students and staff suffer under the strain and anxiety of isolation and fear of the unknown. There are goals and actions in our LCAP to address the socio-emotional supports students will need in addition to academic ones. Some of our most vulnerable student groups struggled more than their peers during distance learning. In this LCAP you will find actions designed to specifically support our unduplicated groups, as well as other student groups whose academic performance indicates a need for focus in order to provide equity for all the young people in our care. These equity gaps existed prior to the past year, but some recesses were further exacerbated by the time away from in-person instruction. Fortunately, we now have more tools to help close these inequities to couple with what we are already able to achieve in an in-person school setting.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Redwood High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Redwood CSI plan is used as the school's WASC action plan and is updated and approved each year by the School Site Council and the Sequoia Union High School Board of Trustees. In addition, the data is presented to the site ELAC, Redwood students through advisory classes, and focus groups that include both internal and community representation. Feedback from all groups is collected and used to inform and develop the Redwood WASC ongoing self-study which informs the SPSA/CSI plan.

As part of the ongoing self-study work, a school-wide needs assessment was conducted and the following data was used to identify the SPSA/CSI goals:

- Percentage of students eligible for free/reduced lunch
- School enrollment by ethnicity
- School enrollment by language proficiency
- Graduation rate
- State-approved assessments
- Yearly attendance percentages
- Yearly suspension rates
- Dashboard indicators
- Site-based qualitative and quantitative data

The needs assessment identified several areas that were unable to be met through the site budget. These needs are now supported by the District and through the CSI grant. Specifically, targeted support for students through individual, group or class support was not covered in the magnitude necessary to prepare students for academic success, and therefore, graduation. As well, although the new facility supports a

variety of CTE pathways, systemic issues often prevented students from fully participating in a full two-year CTE pathway due to core subject areas needed for graduation and/or not enough time available to complete the two-year pathway. Staffing to support necessary outreach for bridging CTE programs was also not available but now is. Great headway has been made through the use of restorative justice practices schoolwide, continued training and support that focuses on equity and trauma-informed practices that are specific to our highly capable, yet disenfranchised students is ongoing as the needs of Redwood students fluctuates and their success is determined by our ability to meet and address those changing needs. The evidence of the effectiveness of Redwood's ability to assess needs can be seen in the fact that at one point they were identified for CSI because of high suspension rates. The administration worked with both students and staff to develop restorative justice practices that allowed students to stay on campus and return to classes with a focus on education and not removal from school. In 2019, the suspension rate was reduced to 9.2%, moving the dashboard indicator to yellow and closely aligning with District averages. With the measures being taken, we expect to see the same sort of improvement in college and career and graduation rate indicators.

The District has supported Redwood in the development of its CSI plan, providing data for decision making, funding extra staff, providing staff development in data identified growth areas, parent development through the Parent Project parent education series, co-hosting community input meetings, surveying staff, students and families, and supporting alignment of Redwood's School Plan and WASC with the CSI. LCAP goals have also reinforced the work being done at Redwood.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The District periodically reviews the CSI plan with Redwood, monitoring its process. CTE pathway completion, college and career readiness and graduation rates via the California State Dashboard will be used to evaluate effectiveness.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

While this year's stakeholder involvement in the process of the LCAP and Annual Update was accomplished in a shorter than usual timeframe, we are pleased that we were still able to complete a thorough engagement process. Please read through the below to understand our involvement process.

LCAP Annual Update Preview:

On February 26, 2020, staff presented a draft of the 2019-20 LCAP Annual Update at a District Board Meeting. The goal was to give stakeholders an early look at the update and have them not try to absorb it for the first time with the 2020-21 LCAP. Less than a month later, we were sheltered in place and the 2019-20 annual update was postponed to accompany the 2021-22 LCAP. While some of the prompts changed, the meat of the update data remained the same, thus giving stakeholders a very early look at the Annual Update. This early look at the 2019-20 Annual Update also provided a fresh look at our most recent student outcomes, very much impacting supports for students during the pandemic, and our 2021-22 LCAP goals and actions.

Parents, Staff, and Students Surveys:

Parents, students, and staff were surveyed for input on the LCAP goals for 2021-24 and what was needed to help students successfully transition back to school and recover from any learning loss. Surveys were available in both English and Spanish and could be taken via a computer, tablet, or phone. LCAP surveys are usually open for a month, but because of this year's shortened timeline, they were open for 18 days. Intensive efforts were made to encourage stakeholders to complete the surveys. In both English and Spanish reminders and support went out via emails, text messages, parent coordinator contacts, and a support hotline. The surveys were open from February 1, 2021, through February 19, 2021, and were completed by:

- * 4,254 students
- * 582 staff members
- * 3,829 parents/guardians

Of the 3,289 parent/guardian surveys completed, 3402 were completed in English and 427 in Spanish.

Community Engagement Meetings:

On the evening of February 22, 2021, the District and sites hosted a Community Engagement Night for each of the District's schools. Participating via Zoom, each community engagement event had over 35 participants, and present at each engagement event were classified employees, certificated employees, administrators, community members, board members, and students. Materials for input were provided in Spanish and English and translators were available at each event. After a brief presentation on the District's data and governance goals, schools then broke out into site-specific meetings to garner input from stakeholders on district data and goals. Meetings happened via Zoom at the following sites:

- * Carlmont High School
- * East Palo Alto Academy
- * Menlo-Atherton High School
- * Redwood High School
- * Sequoia High School
- * TIDE Academy
- * Woodside High School

Stakeholder Councils and Online Input:

In addition to gathering broad input from our general parent, student, and staff constituents, the District worked specifically with leadership groups to glean more in-depth feedback for the LCAP's development. Site administrators ran the community engagement events for their sites and gave input during district administrative meetings. Principals also participated in their School Site Councils and Shared Decision Making School Council meetings, which are composed of parents, students, teachers, school personnel where input was gleaned. As part of the School Plan creation process, sites align their school goals with the LCAP goals of the District. During this process, both sets of goals inform each other. Final approval of School Plans by the School Site Council happens once the SSCs have given input on the LCAP and used it to inform their site goals. LCAP authors also met with the Certificated Bargaining Unit, Sequoia Union High School District Teacher's Association (SDTA) to glean their suggestions for the LCAP's goals and corresponding actions. Members of SDTA leadership from each of the District's sites were at the meeting. Leadership for the District's chapter of The American Federation of State and Federal Employees (AFSCME) also gleaned input from their leadership and gave input on the LCAP. The District's Equity and Diversity Council did not exist during our last LCAP cycle, so this year they joined the list of leadership groups who gave input. SELPA reviewed and gave input on the LCAP in late March. In March, the District English Learners Advisory Council (DELAC) was given an overview of the LCAP timeline, similar to the one presented to the Board. At their May meeting, once the LCAP draft was translated into Spanish, DELAC reviewed the plan and gave input to the Superintendent who attended the meeting. The Student and Parent Advisory groups also gave input to the Superintendent at the May meetings she hosted with them. The draft of the LCAP, in both English and Spanish, was posted on the District website for a month-and-a-half, along with a link for leaving additional LCAP feedback and to ask questions. The superintendent responded to all questions received. What follows are the dates of the above activities:

- * March 9, 2021, and March 16, 2020 - Site Administrators
- * March 11, 2021 - American Federation of State and Federal Employees
- * March 11, 2021 - DELAC (goals and timeline)
- * March 16, 2021 - Equity and Diversity Council
- * March 22, 2021 - Sequoia Union High School District's Teacher's Association
- * March 25, 2021 - SELPA
- * April 24 - June 2021 - Online Input
- * May 10, 2021 - Carlmont School Site Council/SDMC
- * May 11, 2021 - TIDE School Site Council/SDMC
- * May 13, 2021 - DELAC (LCAP draft)
- * May 19, 2021 - Redwood School Site Council/SDMC

- * May 20, 2021 - Menlo-Atherton School Site Council/SDMC
- * May 20, 2021 - Sequoia School Site Council/SDMC
- * May 21, 2021 - Student Advisory Council
- * May 24, 2021 - Parent Advisory Council
- * May 24, 2021 - Woodside School Site Council/SDMC
- * May 27, 2021 - East Palo Alto Academy School Site Council/SDMC

Board Presentations:

From the development of survey questions to the approval of the final draft, the Board and anyone in Board Meeting attendance has received regular updates on the LCAP process and progress. The dates of presentations and study sessions are as follows:

- * January 27, 2021 - LCAP Timeline
- * February 24, 2021 - Community Engagement and Survey Results
- * March 24, 2021 - LCAP Proposed Goals and Corresponding Action Items
- * April 28, 2021 - LCAP Rough Draft Presentation to the Board
- * May 26, 2021 - LCAP Board Study Session
- * June 9, 2021 - LCAP Public Hearing and Board First Reading
- * June 23, 2021 - LCAP Final Draft Approved by the Board

A summary of the feedback provided by specific stakeholder groups.

We were pleased that, across stakeholder groups, there were some very common themes of areas for growth. Students and their parents were all most concerned about being able to do well in distance learning in math, science, and English. Both groups listed these three subjects as the areas in which they felt students were most likely to need reinforcement when in-person instruction resumed and both groups listed the subjects in the same order of concern. Staff overwhelmingly responded that their greatest need to help students recover from learning loss was collaboration time. Mental health and wellness supports were ranked as top student needs by staff, parents, and students. These two categories of support made the top four list for each of the stakeholder groups. Another commonality was a lack of understanding about small school options. While staff felt more informed about the District's small schools, the two small school choices available to incoming freshmen received a percentile of 27.7% or less to the prompt: "When deciding where my student would go to high school, I was informed about the following District's small schools and alternative programs." Across all stakeholder groups, continuing to provide one-to-one devices for all students and internet for those who need it was important (particularly our unduplicated student groups). Groups saw this as key in helping to close the District's equity gap. The Equity and Diversity Council, SDTA, and AFSCME all expressed a desire to see the District's staff demographics reflect those of its student demographics, particularly in leadership. Redwood High School expressed the desire for a UC A-G pathway to be available to students at their site via unique course offerings that meet college requirements as well as support for its CTE pathways. There was enthusiasm among many administrators to add an additional vice principal to each of the comprehensive sites, and concern from some teacher groups that we had added to the number of district administrators already.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The influence of stakeholder input can be seen throughout the LCAP. Goal 1, Action 1 includes work to be done in the areas of math, science, and English to support students in these subject areas as parents and students named them as their greatest areas of concern in regards to potential learning loss during distance learning. Portions of several staff development actions under Goal 1 also support the input of teachers who listed the need for collaboration time to help students recover as they include time for collaboration. We are also looking at other structures we might optimize to provide more collaboration time for staff. Goal 3 is in response to the input from students, parents, and staff who ranked mental health and wellness supports as being among our major needs. Actions within this goal include the designing and implementing of a multi-tiered support system for students across the district with a specific focus on integrating services within and outside the district for our unduplicated student groups. More alternative options for students and a lack of understanding of the ones that exist were expressed by many stakeholders, contributing to the creation of Goal 4, Action 5, which will be a strategic plan that is a comprehensive overview of our current alternative programs and what we might add to round out our offerings. This action also supports community feedback about a desire for continued online learning options. All stakeholder groups believed that the provision of one-to-one devices was a COVID practice that should continue beyond. All groups saw the provision of this technology as key to helping to close the achievement gap. Goal 5, Action 3 continues the one-to-one device provision and Goal 5, Action 4 continues to provide connectivity for unduplicated student groups. Stakeholder input that District demographics, particularly in leadership, reflect student demographics is captured in Goal 2, Action 2 where a Director of Equity and Diversity is recommended. Goal 4, Actions 4 and 5 are a response to the input about a UC A-G pathway and ongoing support of CTE pathways at Redwood.

Goals and Actions

Goal

Goal #	Description
1	The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.

An explanation of why the LEA has developed this goal.

SUHSD has established this goal so that classroom instruction and outcomes for students of District schools are aligned with the learning targets outlined in the Common Core State Standards, CTE, Next Generation Science Standards, California History-Social Science Framework, ELD Framework. State and local assessment data suggest that students' greatest area of challenge in all subject areas are items written at a greater depth of knowledge level, suggesting that a focus on higher levels of cognitive rigor is needed. There are, additionally, significant disparities in the achievement between overall student scores on these assessments and those of English learners and students with socioeconomic disadvantage. We also strive to close the opportunity gaps in A-G course completion and higher-level math and science courses through efforts towards ensuring rigorous and engaging, standards-aligned instruction, as well as a focus on post-secondary relevance. The need for improving student engagement is further reinforced by Panorama survey results which indicate that SUHSD students find their classes less engaging than high school-age peers. This goal also aligns with these state priorities: Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement, and Priority 8: Other Pupil Outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State assessments (SBAC, CAST)	18-19 SBAC Scores (the most recent year for which we have SBAC Scores): ELA: 69.81% met/exceeded standard Math: 52.34% met/exceeded standard				ELA: 75% meet or exceed Math: 62% meet or exceed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Demographic subgroup data for state assessments (SBAC, CAST) and local assessments (Interim Comprehensive Assessment, math benchmark assessments)	18-19 SBAC Scores: 6.74% of English learners met or exceeded standards; 3.66% of English learners met or exceeded standards. 42.6% of students with socioeconomic disadvantage met or exceeded standards in ELA; 19% of students with socioeconomic disadvantage met or exceeded standards				20% increase over three years
A-G completion rates by demographic group	Class of 2020 A-G Completion: Overall: 64.8% African American: 49% Latino/a: 44.6% Pacific Islander: 33.3%				Narrow gap between groups by 25% over three years
Panorama survey results for student engagement	56% of students currently indicate they find classes engaging.				Raise student engagement in classes to 65% over three years
Local assessments (Interim Comprehensive Assessment, math)	20-21 ICA Scores: ELA: 9/10 - 59.7% correct; 11/12 - 55.3%				20% increase over three years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmark assessments)	Math: 9/10 - 40% correct; 11/12 - 45% correct				
Teacher participation in Constructing Meaning Institutes.	55% of current staff				75% of staff
Student completion of CTE Pathways.	6%				11%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards-aligned curriculum	<p>SUHSD will continue to select, create, and support implementation of curricular materials aligned to Common Core, CA History/Social Science Framework, ELD Standards, Next Generation Science Standards and CTE standard-aligned curriculum.</p> <p>In the area of math, we will continue to invest in a math initiative launched in January 2019, designed to align instruction to the balanced definition of mathematical rigor under the Common Core, and to create courses with more heterogeneous student make-ups. Specifically, we will provide professional development and in-class coaching for Algebra 1 and Geometry teachers; pilot an Algebra 2 course aligned to Math Initiative instructional approaches; and support pilot data science course. We will also measure progress using course-specific benchmarks and yearly interim comprehensive assessments. We are supported in our math initiative by two consulting groups. One site will also launch a data science course, which will provide greater opportunities for rigorous and relevant course pathways for more students.</p> <p>In English Language Arts, we will conduct reading program self study to gauge and improve upon the efficacy of our reading intervention system. In the area of English course curriculum, we will finalize a</p>	\$692,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>multi-year curriculum development process through the creation of text-independent units. English course teams will also receive support to analyze data from end-of-unit assessments for CCSS-aligned instructional units.</p> <p>We will continue to support the implementation of Next Generation Science Standards-aligned curriculum, exploring a textbook adoption. In the absence of quality standards-aligned published texts, we will pursue course team collaboration, including structured opportunities such as the Stanford NGSS Alignment Project (SNAP). We will also support the implementation of open source curricular materials, including those of Next Gen Science Innovations.</p> <p>In the area of social studies, we are shifting the course pathway for students in order to offer courses with greater relevance and alignment to the CA-HSS Framework. We will launch a new 9th grade Ethnic Studies course, providing professional development opportunities for Ethnic Studies teachers. We will also invest in revamping the 10th grade World Studies curriculum, a course that had previously been taught for three quarters at the freshman level.</p> <p>For English Language Development, we will implement a textbook adoption at the ELD 1 and 2 levels, aligning to a scope and sequence developed from the CA ELA/ELD Framework. We will also develop curricular units at the ELD 3 level which continue to provide strong support for Designated English Language Development, as well instruction in mainstream ELA standards. We will adopt and implement an updated EL Master Plan which includes a focus on curriculum, assessment, professional development, course pathways, and student services for English Learner students.</p> <p>In Career Technical Education, the District will continue to build our CTE pathways in alignment to the 11 Elements of High-Quality CTE programs, including standards-aligned curriculum.</p> <p>We will continue to administer and analyze interim comprehensive assessment results in literacy and math. Provide professional</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>development to teachers in need areas identified in assessment outcomes.</p> <p>We will also continue Subject Area Councils in core subject areas as well as CTE, VPA, World Languages, PE and SPED.</p>		
2	PD and support for rigor and quality interactions in classroom instruction	<p>SUHSD will continue to provide a robust set of professional development offerings through August Orientation Week, June Institute, afternoon PD, two all-staff PD days, and release day trainings. We will also provide one-on-one, course-team, and department coaching support. To accomplish this, we will continue to fund instructional coaches (5.2 FTE), an ELD and Literacy Coordinator, and a Coordinator of Technology and Innovation.</p> <p>In addition to providing professional development and coaching on research-based instructional strategies related to rigor and quality students interactions for deeper learning, we will offer these professional development opportunities: Digital Educator and Blended Learning Academies; PD on differentiation including Universal Design for Learning; trauma-informed practices, growth mindset, cultural competency, equitable grading practices, and alternative programs focused on post-secondary opportunities and CTE Pathways.</p> <p>We will expand site instructional leadership capacity in order to support the classroom implementation of the targeted instructional shifts, including conducting Instructional Rounds. To accomplish this, large traditional sites will hire an additional administrative staff member.</p>	\$1,514,620.00	Yes
3	Integrated ELD	SUHSD is in progress with providing training to all teachers in the area of integrated ELD strategies.	\$301,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>We will continue to expand training and implementation of integrated ELD strategies. In order to do this, we will continue to fund CM instructional coach, expand CM Institute participation in additional departments, and offer CM Institutes for staff new to district. Additionally, we will support for classroom implementation of integrated ELD strategies in the classroom through the following efforts: implementation support cohorts, individual coaching cycles, instructional rounds, on-site PD, and model lesson studies.</p> <p>Additionally, we will expand leadership capacity by increasing number of secondary CM certified lead teachers and apprentices.</p>		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	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. This goal also aligns with the state's Priority 7: Course Access.

An explanation of why the LEA has developed this goal.

SUHSD has developed this goal for the following reasons:
There has been a persistent equity gap in student outcomes when comparing students in various sub-groups throughout the district. In particular, students who are English Learners, Socio-Economically Disadvantaged, Foster Youth, and/or Homeless are less likely to graduate and meet A-G requirements demonstrating readiness for post-secondary opportunities. For examples, the equity gap in graduation rates from the Class of 2020 between students who are EL and not EL, is 30% (non-EL at 93% and EL at 63%), and the gap in graduates meeting A-G is 54% (non-EL is at 74% while EL is at 22%). Similarly, the equity gap is 20% between SED and non-SED graduates in the Class of 2020 (96% for non-SED and 76% for SED), and the A-G completion rates of those graduates show a 39% gap (81% for non-SED, 42% for SED).

In addition, upon an internal review of reflections of opportunities for BIPOC students and staff, there was evidence to demonstrate a misalignment between the racial demographic representation in staff compared to the student population. This led to the creation of the Equity & Diversity Council, which continues to provide recommendations for district actions focused on improving the demographic representation in the staff as well as advocacy for BIPOC students.

SUHSD has been fortunate to participate in research with the Stanford Sequoia Collaborative, California Education Partners, and the John W. Gardner Center for Youth and Their Communities. In our collaborative work with these organizations, we have been able to conduct research on course-taking patterns within the high schools and take a deeper look at how course-taking patterns impact student outcomes. Preliminary research findings on course-taking patterns suggest an underrepresentation of EL students enrolled in A-G courses from the outset. As such, we have begun to shift our ninth-grade placement policies into more equitable practices allowing for more students to be enrolled in such courses. And we have been working on updating our English Learner master plan to closely examine our goals.

Furthermore, our school was identified in a review by Comprehensive Coordinated Early Intervening Services (CCEIS) to have a disproportionate representation of students with disabilities by race or ethnicity by disability, namely African American students eligible under Other Health Impairment. We have been working on revealing the underlying root causes for this disproportionality and started the process of identifying a focus group of students to track and monitor over time.

Lastly, given the last year's experience of distance learning due to the pandemic, parents, students and staff felt it is imperative that the district continue to provide one-to-one electronic devices and hot spots, academic support cohorts for students, and increase the A-G pathways at our alternative high school - Redwood High School.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate of Students who are English Learners	63% of Students who are English Learners from the cohort Class of 2020 (252 out of 400) graduated from SUHSD in 4 years				73% of Students who are English Learners in the cohort class of 2023 will graduate from SUHSD in 4 years
A-G Course Completion Rate of Graduates who are English Learners	22% of the Graduates who are English Learners in the cohort Class of 2020 (55 out of 252) met A-G requirements				32% of the Graduates who are English Learners in the cohort Class of 2023 will meet A-G requirements
Graduation Rate of Students with Disabilities	65% of Students with Disabilities from the cohort Class of 2020 (185 out of 283) graduated from SUHSD in 4 years.				75% of Students with Disabilities in the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Students with Disabilities	22% of the Graduates who are Students with Disabilities in the cohort Class of 2020 (40 out of 185) met A-G requirements				32% of the Graduates who are Students with Disabilities in the cohort Class of 2023 will meet A-G requirements
Graduation Rate of Students experiencing Homelessness	61% of Students experiencing Homelessness from				71% of Students who are experiencing Homelessness from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the cohort Class of 2020 (20 out of 33) graduated from SUHSD in 4 years.				the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Students experiencing Homelessness	20% of the Graduates who are Students experiencing Homelessness in the cohort Class of 2020 (4 out of 20) met A-G requirements				30% of the Graduates who are Students experiencing Homelessness in the cohort Class of 2023 will meet A-G requirements
Graduation Rate of Students who are Foster Youth	39% of Students who are Foster Youth in the cohort Class of 2020 (5 out of 13) graduated from SUHSD in 4 years.				49% of Students who are Foster Youth in the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Foster Youth	20% of the Graduates who are Foster Youth in the cohort Class of 2020 (1 out of 5) met A-G requirements				30% of the Graduates who are Foster Youth in the cohort Class of 2023 will meet A-G requirements
Graduation Rate of Students who are Socio-Economically Disadvantaged	76% of Students who are Socio-Economically Disadvantaged from the cohort Class of 2020 (742 out of 980) graduated from SUHSD in 4 years.				81% of Students who are Socio-Economically Disadvantaged in the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Socio-Economically Disadvantaged in the	42% of the Graduates who are Socio-Economically Disadvantaged in the				52% of Graduates who are Socio-Economically Disadvantaged in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socio-Economically Disadvantaged	cohort Class of 2020 met A-G requirements (315 out of 742)				cohort Class of 2023 will meet A-G requirements,
Identification of disproportionality for students with a disability in any ethnic subgroup.	<p>In 2019-20, SUHSD was identified for disproportionality, based on African American students with Other Health Impairment (OHI)</p> <p>In 2020-21, SUHSD was identified for disproportionality, based on Hispanic students with a Specific Learning Disability (SLD)</p>				SUHSD will not be identified for disproportionality.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.	<p>SUHSD has begun to adjust ninth grade course offerings in math over the last couple of years to eliminate courses that do not count towards the A-G requirements. Starting in 2021-22 school year, the math program will not offer any courses lower than Algebra 1 across the district. We anticipate that this policy change will help more students reach A-G, in particular students who are English Learners, Foster Youth, Homeless, students with disabilities and Socio-Economically Disadvantaged, which have been over represented in the prior non-A-G math courses (e.g., Algebra Readiness).</p> <p>Math placement policies removed the barrier of a placement test to track students into lower level math classes and instead the Board</p>	\$1,937,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>voted to approve 8th grade math course enrollment as the prerequisite for the next course. In addition, a new instrument was designed and piloted in 2020-21 to measures students readiness for the Sequoia Math Initiative. While the math initiative has shifted the focus of both curriculum and assessment, one of the main goals of this initiative is to provide more opportunities for students to take math courses meeting the requirements for A-G, and thereby helping them become more ready for post-secondary experiences.</p> <p>In additions, we have continued to refine UC A-G for all freshman and consider student choice in 9th grade science. For example, students in some schools can take Biology or Physics freshman year. We will continue to conduct research with Stanford Sequoia Collaborative on English Learner and SED student trajectories as well as course taking patterns. It s our hope that our efforts will help increase students' opportunities for participate in special programs (e.g., AVID, Middle College, My Brother's Keeper, UC A-G enhancement programs). In addition, we will continue to analyze the Math Initiative with a lens towards examining on course completion to meet A-G requirements. As such, we will continue to explore pathways for students who are credit deficient in reaching high school graduation</p> <p>Lastly, we plan to pursue more data transparency around equity gaps and annual reporting to the Board for actions/recommendations. This includes the possibility of adopting a new data platform to help administrators and teachers across the sites use data more effectively in their daily work. Creating a local dashboard that is visual, dynamic and accurately reflective of the kind of equity data that is important to us and helps move us towards meeting these goals.</p>		
2	Focus on diversity and equity as a primary action to support learning and working	SUHSD will continue Equity & Diversity Council at the district level and is working to ensure that every school site has its own council focused on students' needs.	\$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	environments, as well as student academic outcomes.	<p>SUHSD is examining current and future job roles and responsibilities that focus on equity and supporting the needs of EL and BIPOC students (e.g. Satellite role on each campus, IVP or AVP, School Site Equity Coordinator). The district has begun to draft a new position to hire a Diversity & Equity Director, and we are looking more closely at the roles and responsibilities of the Bilingual Resource Teacher in support of EL student progress. This also includes recruitment and retention of classified, certificated personnel and management with a lens towards equity (ex. Developing Own Own, BIPOC Affinity Group). This will serve all students and in particular, all three of our unduplicated student groups largely comprise of BIPOC students.</p> <p>SUHSD will conduct more personalized outreach and engagement strategies for our underrepresented communities (e.g. community partnerships, systematize processes, School Messenger for student cell, etc.)</p> <p>SUHSD adopted Ethnic Studies as a graduation requirement and plans to implement this curriculum as early as 2021-22 for the Class of 2025.</p>		
3	Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities.	<p>SUHSD will continue to design a Newcomer Welcome Center and consider expanding this center to homeless and foster youth.</p> <p>SUHSD will review, track and implement appropriate modified graduation requirements for FY/EL students that meet eligibility based on current Assembly Bills (AB2121/AB167).</p> <p>The sites will work in collaboration with SUSHD to provide additional case management to support all foster youth.</p> <p>SUHSD is looking to increase A-G pathways for Spanish-speaking students by offering primary language courses for Newcomers and to build Spanish Literacy across district sites.</p>	\$91,316.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>SUHSD is working to address the needs of late-arriving ELD students with interrupted education (e.g., course placement, literacy support, mental health, and trauma-informed practices).</p>		
4	<p>Implement the improvement strategies to address pupil outcomes for Students with Disabilities</p>	<p>SUHSD will collaborate with feeder middle schools on the matriculation process for high school (e.g., availability of middle school therapeutic placements).</p> <p>SUHSD will improve data tracking with SMCOE to verify SEIS data transfer to SUHSD.</p> <p>SUHSD will examine the Annual Address Verification Process.</p> <p>SUHSD will look into a District run therapeutic Extended School Year (ESY) in place of Middle School Non-Public School ESY placement.</p> <p>SUHSD will offer Behavior support training for current SCIA staff in order to prevent NPS placement due to conduct disorder.</p> <p>SUHSD will increase district program options for students currently placed in NPS such as Satellite and Satellite Plus.</p> <p>SUHSD will collaborate with general education on increased child find efforts for general education students placed in unilateral residential placements.</p> <p>SUHSD will participate in CCEIS (Comprehensive Coordinated Early Intervening Services) with a fully state and board approved plan to address inequity.</p> <p>SUHSD will reduce the disproportionality of African American students being identified for Other Health Impairment.</p>	\$123,054.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	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.

An explanation of why the LEA has developed this goal.

This goal continues to be a focus of the district's LCAP in support of state priorities #5: pupil engagement, and #6: school climate. As a result of previous LCAP actions, the district's suspension and expulsion rates have significantly declined over the past few years. In support of this ongoing work to continue to prioritize student engagement and overall positive school climate, the goal has been developed to focus on the structures embedded with a highly effective and efficient Multi-Tiered Systems of Supports (MTSS) model. This includes providing tiered interventions, directly tied to student needs, across the domains of Academic, Behavior, and Social-Emotional Learning (SEL). As students continue to feel stressed out, bored, frustrated, and unmotivated (Panorama Student Survey, Spring 2020), this goal will be integral in addressing all student needs across all school sites.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	16.5% (DataQuest, 2019)				12%
Graduation Rate	86.7% (CA Dashboard, 2019)				92%
Suspension Rate	3.8% (DataQuest, 2020)				2.5%
Expulsion Rate	0.0% (DataQuest, 2020)				0.0%
School Engagement and School Safety survey data	62% (Grade 9) and 52% (Grade 11) ("School Connectedness" from CHKS, 2021); 76% (Grade 9) and 66%				70% (Grade 9) and 60% (Grade 11) ("School Connectedness" from CHKS, 2021); 85% (Grade 9) and 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Grade 11) ("School perceived as very safe or safe" from CHKS, 2021)				(Grade 11) ("School perceived as very safe or safe" from CHKS, 2021)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered System of Supports (MTSS) coordination of practice and expectations	<p>The district will facilitate continuous MTSS learning, training and professional development and will integrate Multi-tiered Multi-Domain System of Supports (adding Career/College to the already established domains of Social Emotional Learning, Behavior, and Academic) for districtwide counseling teams. This work will also include aligning the scope of MTSS tiered intervention services (and put into practice at each school site), and aligning consistent processes for students' equitable access to intervention supports at each school site. This service will enhance the experience of all students and definitely amplify resources for our FY, all of whom have experienced trauma.</p> <p>Established in 2020-21, the district will continue the Social Emotional Learning (SEL) Task Force with action and implementation steps, develop tiered SEL with UDL guiding principles of engagement, and including supports for BIPOC students and staff dealing with racial trauma. In order to carry out the implementation of this work, additional support staff will be hired (six [6] General Education Psychologists under Student Services).</p>	\$1,345,000.00	Yes
2	Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery	This district will create and provide effective universal screening in Social Emotional Learning (SEL), Behavior, and Academic domains within MTSS. The district will implement and expand intervention menus with trusted, research-based strategies that match student needs across tiers 1, 2, and 3. All students will have equitable access to tiered interventions at all school sites. The district will continue	\$614,684.00	No

Action #	Title	Description	Total Funds	Contributing
		community partnerships to support students returning from suspension, juvenile hall, and those that may be at risk of suspension. Additionally, the district will continue to support alternatives to suspension, the districtwide attendance monitoring and response system, and suicide prevention and neuroscience of addiction education to all 9th graders.		
3	Multi-Tiered System of Supports (MTSS) Data System	The district will evaluate and broaden data sources for Social Emotional Learning (SEL), Behavioral, and Academic intervention. In order to align and utilize already established data applications, the district will evaluate and implement the most effective and complete data system, and supplement as necessary. This will allow for the evaluation and consistent monitoring of the efficacy of our intervention programs.	\$107,000.00	Yes
4	Integrating services for unduplicated student groups	<p>For unduplicated student groups (Foster Youth, English Learners, and Low Income), the district will provide community resource information for parents and students. This will include information such as shelter and housing, food, clothing, health services, COVID resources, etc. This information will be posted to district resources, mailed home, and provided at school sites (in person) in English and Spanish. Additionally, the district will directly provide resources to unduplicated student groups (to include school supplies, transportation, clothing, health and hygiene, etc.).</p> <p>The district will continue to focus on providing collaborative and proactive communication in order to identify the health, wellness, and educational needs of students and families, and coordinating district and community supports and services.</p> <p>The district will provide Professional Development on Trauma-Informed Practices to LEP and ELD teachers to expand the engagement of English Learners.</p>	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	The District will support and promote successful student outcomes at the District's small schools and alternative programs.

An explanation of why the LEA has developed this goal.

Over the past several years, the district has increased the number of small schools in the district with the acquisition of EPAA as a dependent charter in 2015 and the creation of TIDE Academy in 2018. Part of TIDE's purpose is to grow the District's CTE portfolio by designing clear course routes for students that lead to the completion of a CTE pathway. From lab designs to staff hiring to articulation efforts, CTE pathways have been a key component of TIDE from the start of the school's design. Much of this work is being done in conjunction with local community colleges, supporting our CTE program and providing the next steps for students post-high school graduation. In addition, under new leadership, the continuation high school, (Redwood High School) has undergone significant restructuring to revisit its vision and mission in order to redefine its student profile. These changes are reflected in its recently completed WASC six-year action plan. The district has three additional independent charters (the last one added in 2020) that now require increased oversight and accountability. The transition to 100% distance learning as a result of the pandemic also caused the district to increase its focus on what alternative programs are available to its students and how those programs are established and evaluated. There is a need in the district to provide well-defined alternative programs to meet the diverse needs of the district's students who may need an alternative setting rather than attending a large, traditional high school. This goal aligns with State Priority 3: Parent Involvement as it seeks to respond to the requests of parents for more diverse academic options for their students and that we do not lose some of the non-traditional practices distance learning taught us were effective for student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TIDE Enrollment	Grades 9 and 10				Grade 9 - 12 enrollment complete
WASC Action Plans Successfully Completed	0%. Current WASC action plans for EPAA, TIDE, and Redwood High School: work begins in 2021-22.				Successful WASC accreditation visits for all three small high school
Student and parent satisfaction with	0%. Initial survey in 2021 - 2022				Maintain a satisfaction level of over 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
alternative program participation					

Actions

Action #	Title	Description	Total Funds	Contributing
1	TIDE Academy Vision, Curriculum, and Instruction	Based on its WASC action plan for initial accreditation, provide ongoing support for TIDE Academy to continue to refine its vision and to finalize the curricular and instructional plan for all grade level.	\$35,000.00	Yes
2	TIDE Facilities Needs	Assess the impact of the current facilities at TIDE Academy on the growth of its instructional program, including CTE pathways, over the next three to five years.	\$25,000.00	No
3	EPAA and Redwood High School WASC Action Plans Support	Provide focused support for East Palo Alto Academy and Redwood High School based on each school's WASC action plan in order to identify the resources necessary to ensure successful completion.	\$200,000.00	Yes
4	Establishing Fiscal Stability for Redwood High School CTE Pathways	Identify strategies to stabilize the funding stream for Redwood High School in order to maintain the long term viability of its Career Technical Education pathways and provide support services for its students.	\$100,000.00	Yes
5	Alternative Education Strategic Plan	Based on an assessment of student needs, develop a comprehensive strategic plan for providing alternative education opportunities in the district that includes the continued role of distance learning as an instructional delivery model and considers more CTE pathway opportunities for students seeking alternative programs focused on vocational/technical careers.	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Alternative Program Planning	Based on a review of targeted student outcomes, develop both short and long term improvement plans for each alternative program in the district.	\$100,000.00	Yes
7	Small Schools and Alternative Program Catalog	Create and maintain a descriptive catalog of small schools and alternative programs that will provide students, parents, and community members with a clear understanding of the vision, mission, and intended student outcomes for each school and program.	\$10,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	To improve student engagement, 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.

An explanation of why the LEA has developed this goal.

Over the past several years, student surveys have indicated that our greatest area for growth is in the area of student engagement. The past year's Pandemic has exacerbated the challenge of engaging students in order to improve student outcomes. However, the Pandemic also called for doing things differently and has resulted in many positive practices that we wish to continue as we return students to school as soon as possible. As we gathered community input about what worked during distance learning, many of the strategies stakeholders hoped we would continue were new student engagement practices. In addition to getting students back to school and optimizing credit recovery, this goal provides the technology for all students to access the wide variety of hi-tech teaching and learning engagement tools available. While the District regularly meets the state requirements for the correct assignments of teachers and providing all students standards-aligned instructional materials, this State Priority 1: Basic (Conditions of Learning) requirements of providing qualified staff and student materials, we hope to add one-to-one devices and internet where needed to go above and beyond those materials. Our articulation with our partner districts indicates that access to technology is a crucial part of helping our students successfully navigate the K-14 student experience. In addition, this goal includes studying data around best practices learned during the Pandemic and garnering more community input about the current course schedule and possible shifts to further enrich the student experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Student Engagement Survey Results	56% currently find school engaging				65%
SED Student Engagement Survey Results	56% currently find school engaging				65%
EL Student Engagement Survey Results	60% currently find school engaging				69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FY Student Engagement Survey Results	50% currently find school engaging				59%
% of teachers appropriately assigned.	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enhanced Summer Program	The District will take innovative practices developed during distance learning to help serve more students during the summer. In addition to increasing on-site offerings to include more students, online courses for Ds earned in A-G classes and enrichment opportunities will be offered to students whom we have not traditionally been able to serve during the summer. Extended school year with comp. ed. for DIS services will be provided to qualifying sped. students. ELD I, II and III students will have an enrichment sup	\$1,165,069.00	Yes
2	ELD Summer Enrichment Program	The District will provide summer enrichment program for all ELD students to continue their language acquisition.	\$60,000.00	Yes
3	One-to-One Devices	The District will provide one to one technology for all students.	\$1,525,661.00	No
4	Internet Connectivity	Provide home internet connectivity for foster, low-income and English learner students.	\$384,789.00	Yes
5	Research Options for Possible Instructional Shifts	Study best practices, data and community input about current course schedule and possible redesign to further enrich the student experience.	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Online Tutoring	Provide online tutoring support for foster, low-income and English learner students.	\$120,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.72%	5,863,107

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 1: Standards-Aligned Curriculum (LEA-wide)

Goal 1, Action 2: Professional Development and Support for rigor and quality interaction in classroom instruction (LEA-wide)

There was an urgent need to adopt new instructional materials for our district's Designated ELD courses who did not have materials that were aligned to the current ELD and ELA standards.

For some time, teachers had been creating materials of their own at each site. This limited the capacity for collaboration across sites as there was no systemic curriculum. In addition, there was a need to align assessments that allowed for checking for student progress, a scope and sequence for each ELD level, and other ways to measure student growth. Furthermore, we could not have LEA-wide conversations and analyses of student growth. We learned that if a student transferred to a new school site, then their experience varied significantly as the curriculum was not aligned.

The adoption of instructional materials for ELD I, II, and III courses will allow for consistency in measures of student growth and support systems in the ELD program. As we align the curriculum with state standards, we can ensure that our English Language Learning students are making progress with assessments that will also be aligned with the state standards. The district can provide more effective support for teachers to increase their capacity to address the unique needs of English language learners. We will be able to increase our support network for teachers to be more efficient and effective. There will be increased collaboration and communication across sites to better support English Language Learners.

As a result of the newly implemented curriculum, we expect our English Language Learners to have the foundation to achieve A-G requirements and to transition successfully to their ELA classes, and increase their performance across subjects. This will be measured by

the A-G completing rates. We also expect our English Language Learners to experience increased engagement which will be measured on the panorama survey.

As mentioned in Goal 1, there are significant disparities in the achievement between overall student scores on these assessments and those of English learners and students with socioeconomic disadvantage. We strive to close the opportunity gaps in A-G course completion and higher-level math and science courses through efforts towards ensuring rigorous and engaging, standards-aligned instruction. Currently, 42.6% of students with socioeconomic disadvantage met or exceeded standards in ELA; 19% of students with socioeconomic disadvantage met or exceeded standards. We want to see a 20% increase over three years. In the area of math, the math initiative launched in January 2019 will continue to expand. We will provide professional development and in-class coaching for Algebra 1 and Geometry teachers; pilot an Algebra 2 course aligned to Math Initiative instructional approaches; and support pilot data science courses. We will also measure progress using course-specific benchmarks and yearly interim comprehensive assessments. We are supported in our math initiative by two consulting groups.

The above describes the growing number of PD opportunities that will support rigor and quality interaction in classroom instruction listed in Goal 1, action 2 by providing professional development and coaching on research-based instructional strategies to support student interactions for deeper learning. SUHSD will offer these professional development opportunities to address the needs of unduplicated students: Digital Educator and Blended Learning Academies; PD on differentiation including Universal Design for Learning; trauma-informed practices, growth mindset, and cultural competency. We are committed to providing various opportunities for our teachers throughout the year, including August Orientation Week, June Institute, afternoon PD, two all-staff PD days, and release day training. We will also provide one-on-one, course-team, and department coaching support.

The description above lists how it was determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils. This is a new action for this LCAP year.

Goal 2, Action 2: Focus on Diversity and equity (LEA-wide)

As Goal 2 indicates, SUHSD recognizes that equity is 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. For that reason, this goal addresses the unique needs of the unduplicated student groups in order to decrease the persistent equity gap in student outcomes when comparing students in various sub-groups throughout the district. In particular, students who are English Learners, Socio-Economically Disadvantaged, Foster Youth, and/or Homeless are less likely to graduate and meet A-G requirements demonstrating readiness for post-secondary opportunities. As such, the district has begun to shift the ninth-grade placement policies into more equitable practices allowing for more students to be enrolled in such courses that are aligned to A-G pathways. It will also systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities

As we focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. We will take a look at realigning current and future job roles and responsibilities that focus on equity and supporting the needs of

EL, Foster Youth, and Low-Income Students. This will ensure that school personnel works in collaboration to understand the systemic barriers that are impacting student outcomes and work in collaboration with students and families to ensure that our unduplicated students have equitable access to their counselors, support services, and opportunities to increase A-G course completion and graduation rates. SUHSD recently adopted the completion of an Ethnic Studies course as a graduation requirement which will serve to engage students in learning to and plans to implement this curriculum as early as 2021-22 for the Class of 2025.

Ensuring that our unduplicated pupils have support at their school and increasing the courses available to them where their experience is reflected and celebrates our district's diversity will serve to increase engagement and aid towards addressing the equity gap in graduation rates. For example, from the Class of 2020 between students who are EL and not EL, is 30% (non-EL at 93% and EL at 63%), and the gap in graduates meeting A-G is 54% (non-EL is at 74% while EL is at 22%). Similarly, the equity gap is 20% between SED and non-SED graduates in the Class of 2020 (96% for non-SED and 76% for SED), and the A-G completion rates of those graduates show a 39% gap (81% for non-SED, 42% for SED).

The description above lists how it was determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils. During the 17-20 school year, we were piloting and we were communicating our results to stakeholders and this is the first year of on-site implementation for the Math Initiative.

Goal 2, Action 3: Systematize programs for English learners (LEA-wide)

SUHSD is working towards improving the systems in place to support the students and families of incoming English Learners, Foster Youth, and Low-Income students and will continue to design a Newcomer Welcome Center and consider expanding this center to homeless and foster youth. As students enter the district, we will ensure that there's a review of student transcripts to track and implement appropriate modified graduation requirements for FY/EL students that meet eligibility based on current Assembly Bills (AB2121/AB167). It is essential that the district office and sites work in collaboration to provide additional case management to support all foster youth. We also want to increase A-G pathways for Spanish-speaking students by offering primary language courses for Newcomers and building Spanish Literacy across district sites. SUHSD is working to address the needs of late-arriving ELD students with interrupted education (e.g., course placement, literacy support, mental health, and trauma-informed practices).

SUHSD has been fortunate to participate in research with the Stanford Sequoia Collaborative, California Education Partners, and the John W. Gardner Center for Youth and Their Communities. In our collaborative work with these organizations, we have been able to conduct research on course-taking patterns within the high schools and take a deeper look at how course-taking patterns impact student outcomes. Preliminary research findings on course-taking patterns suggest an underrepresentation of EL students enrolled in A-G courses from the outset. As such, we have begun to shift our ninth-grade placement policies into more equitable practices allowing for more students to be enrolled in such courses.

By creating a Newcomer Welcome Center, the district will increase its capacity to understand the needs of newly arrived families by collecting qualitative information to learn their educational experience and allow for opportunities to create educational pathways to offer primary language courses for Newcomers to build Spanish Literacy, address the needs of late-arriving ELD students with interrupted education (e.g., course placement, literacy support), and directly connect families with community-based organizations and parent

education opportunities to navigate their needs through their transition to the United States. Once this initial phase is underway, we will look to extend this service.

The district will adopt and implement a new EL Master Plan and develop a plan for communicating key factors to all stakeholders. EL curricular teams will create curriculum monitoring and evaluation models to monitor the success of the new newly adopted materials for ELD I, II, and III. This will increase the capacity of teachers to utilize designated ELD strategies across all curriculum areas, by increasing access to appropriate level materials, and by creating benchmarks to measure student progress that will provide more individualized support for English Learners and will support them achieve/increase the percent of English Learners who demonstrate at least 1 year of progress towards English fluency based on ELPAC scores and decrease the number of Long Term English Learners.

The outcomes associated with this action for our unduplicated pupils will be measured in the increase of A-G course completions as well as our increase in graduation rates listed in Goal 3. In addition, we will utilize the Reclassification data to measure progress.

The description above lists how it was determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils. This is a new action for this LCAP year.

Goal 3, Action 1: MTSS coordination of practices and expectations (LEA-wide)

Goal 3, Action 3: MTSS Data System (LEA-wide)

Goal 3, Action 4: Integrating services for unduplicated student groups (LEA-wide)

The District has adopted an MTSS Data Platform that allows teams to utilize data intersectionality for whole-child metrics of success to enable the coordination of practices and expectations and integrate services for unduplicated pupils.

Early Identification

This integration of data will give the district the ability to look at both individual students' needs as well as targeted student group needs in multiple domains of success and engagement including social-emotional learning, academic, attendance, and behavior. With this comprehensive data system student needs for intervention will be identified earlier, building increased access for support and services to all students including our unduplicated youth. Early intervention is evidenced to improve student outcomes in multiple domains and creates a proactive service delivery model as opposed to a reactive model.

Effective Interventions

In addition to the ability to access intersectional student data, the district and site MTSS lead teams will be able to look at the effectiveness of interventions. Intervention effectiveness can be impacted by multiple factors including, but not limited to, intervention fidelity, inconsistent service delivery practice across providers, interventions not matching students' needs, the need for the intervention being more than the capacity for the intervention structure, or the staffing of that support intervention, under-identification of students needing support. With this comprehensive data structure, the district will be able to identify unique needs for intervention for our unduplicated student groups, improve current intervention practice, and improve accessibility for appropriate and needed interventions.

Monitoring Progress

The MTSS Data Platform will provide the ability to create individual and group intervention plans that have the ability to monitor in real-time student progress. The intervention planning function allows for case management quality monitoring, including sharing of staff responsibility for collaboratively creating SMART intervention goals, and efficient collaborative vehicle to streamline communication centered on the student or student groups. Multiple staff members (counselors, teachers, administrators, etc.) can be included in the intervention team planning and monitoring which allows for multi-disciplinary intervention teams and a whole-child lens.

Expanding Intervention and Improving Pathways

The District recently administered a Social Emotional Learning Survey to collect data on student and staff health and wellness, aligning with CASEL's SEL Core Competencies. These focus areas include Self Awareness, Self-Management, Social Awareness, Interpersonal Relationships, and Decision Making. A collection of this data identified Social-Emotional needs for many subgroups of students, including our unduplicated youth. The District has concentrated efforts on expanding SEL interventions at the Tier 1,2,3 levels, beginning with laying the foundation of trauma-informed practice- Community Resiliency Model with staff working with our unduplicated youth.

The District is delving deep into intervention pathways to determine equitable access points for interventions, the need to expand effective interventions, and the need to identify additional research-based practices to incorporate within our system. Some of these concentrations include our Reading Interventions, AVID Interventions, Trauma-Informed Practices, Restorative Justice and Positive Behavior Interventions and Supports, and College and Career framework.

Outcome Measures

The outcome measurements of unduplicated youth being served by robust Multi-tiered Systems of Support will include improvements in:

Chronic Absenteeism rate (16.5% to 12%)

Graduation rate (86.7% to 92%)

Suspension rate (3.8% to 2.5%)

Expulsion rate(0% to 0%)

All students SEL survey Participation (9th- 32%, 10th- 27%, 11th- 23%, 12th- 18% increase to 90% across all grades) and Percentage improvement in content areas ("Supportive Relationships, Social Awareness, Learning Strategies, Emotional Regulation, Self-Efficacy, Cultural Awareness and Action, Sense of Belonging")

CHKS "Connectedness" Percentage (+ 8 to 9%)

Goal 4, Action 5: Alternative Education Strategic Plan (LEA-wide)

Goal 4, Action 6: Alternative Program Planning (LEA-wide)

As the District looks at its overall alternative education program offerings, it is largely an effort to improve outcomes for our unduplicated groups. EL, foster youth, and socio-economically disadvantaged students are less likely to graduate from our District's high schools. They benefit from small learning environments where they are known and less likely to be lost in a large school program environment. Research at large and our own District in particular exemplify the power of smaller learning communities. From Advancement Via Individual Determination (AVID) to our Partnership Academies, we see that students do better when they feel known. In addition, we find that the more students see the real-life connections to content, the better their outcomes. This is especially true of our unduplicated students, who too

often struggle to see the intersection of traditional academia with their lives.

Several years of LCAP feedback from students in general and unduplicated student groups, in particular, indicate a desire to find classes more engaging. This feedback, coupled with the District's success in many existing alternative settings (CTE, small schools, small learning communities), and instructional lessons learned during the Pandemic make it evident that a comprehensive look at what we have and what needs to be put in place are in order.

Goal 4, Action 1: TIDE Academy Vision, Curriculum and Instruction (Schoolwide)

Goal 4, Action 3: East Palo Alto Academy and Redwood High School WASC Action Plan Support (Schoolwide)

Goal 4, Action 4: Establishing Fiscal Stability for Redwood High School CTE Pathways (Schoolwide)

Goal 4, Action 7: Small Schools and Alternative Programs Catalog (Schoolwide)

Unduplicated students are more likely to thrive in our district's smaller community programs, so we need to look beyond our data at what is working and what is missing that has worked in other places. TIDE, the District's Design and Engineering small school is currently in its sophomore year. The school offers a great option and spaces for interested students. Ensuring that we develop a Small Schools and Alternative Program Catalog (Goal 4, Action 7) will allow for the community at large to not only be aware of the various programs offered in the district but also communicate how unduplicated pupils may benefit from small learning environments where they are known and less likely to be lost.

Additionally, we know that CTE pathways are resulting in students graduating into internships and many college classes completed. Students attending TIDE and Redwood will continue to benefit from CTE pathways. Goal 4, Action 4 focuses on how to further fiscal stability for CTE pathways in order to capitalize on the ability to make schools focus on vocational/technical careers, in a small learning community setting for more of our students and how these efforts could improve academic outcomes for our unduplicated student groups.

The above actions and those of Goal 4, Action 1, and 3 require the District to take a comprehensive look at our alternative program options, creating targeted outcomes and developing both short and long-term improvement plans for each alternative program in the district. All three of the measurable outcomes listed for the goal from school enrollment to completed WASC action plans, to student and parent surveyed satisfaction with our alternative programs, community and accreditation feedback will hold us accountable and make it easy to track whether or not our efforts are working on behalf of unduplicated students.

WASC was chosen because WASC goals focus on a site's greatest areas of need based on data and give clear accountability for growth. Enrollment was chosen because the popularity of a program will tell much about its success. Student and parent feedback will also tell us about program success, and offer input that hones more deeply down on the strengths and areas for growth as seen by those who know it best. These actions were not carried over from the 2017-20 LCAP.

Goal 5, Action 1: Enhanced Summer Program (LEA-wide)

Goal 5 indicates that SUHSD will continue to improve in the area of student engagement. One way to address the unique needs of our

unduplicated pupils is to offer an Enhanced Summer Program in order to provide classes and enrichment opportunities to students who have struggled with engagement and have been impacted by distance learning.

In order to address the unique needs of our unduplicated students and to remove technology barriers, our students experiencing learning loss will benefit from this Summer Program which includes a summer enrichment program for all ELD students to further build their language acquisition. In addition to increasing on-site offerings to include more students, online courses for Ds earned in A-G classes and enrichment opportunities will be offered to students whom we have not traditionally been able to serve during the summer.

Providing wider access and opportunity during the summer affords students the opportunity to improve their grades, take courses that propel them towards meeting graduation requirements and the completion of A-G courses. In addition, for our English learners in the ELD program, this opportunity serves as a measure to increase language practice to counterbalance and increase oral language development.

Over the past several years, student surveys have indicated that our greatest area for growth is in the area of student engagement. Distance Learning during a Pandemic exacerbated the challenge of engaging students in order to improve student outcomes. This was a considerable factor in addressing the need for an Enhanced Summer Program. These actions were not carried over from the 2017-20 LCAP.

Goal 1, Action 3: Integrated ELD (Schoolwide)

How was it determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils?

The CA ELA/ELD framework calls for both Integrated ELD and Designated ELD for English Learners. The majority of English learners in SUHSD are long-term English learners who are not enrolled in a designated ELD class. As the CA ELA/ELD Framework states, the responsibility for learners' language development and literacy and literacy is shared among all educators. The District is in the process of having all teachers trained in Integrated ELD strategies in order for the large number of LTELs to benefit from integrated ELD throughout their school days. SUHSD has adopted Constructing Meaning from EL Achieve as its integrated ELD training. It was piloted four and a half years ago and was well-received by staff who frequently noted its application in all levels of classes.

For the listed actions carried over from the 2017-20 LCAP, how was it determined whether or not the action was effective as expected? Training participation rates, surveys of participating teachers, and participation in extended training opportunities informed the evaluation of the action. Additionally, sample CM lesson plans and walkthrough observations were used to gauge classroom implementation.

Goal 2, Action 1: Identify and remove barriers for students to meet UC A-G requirements (LEA-wide)

How was it determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils?

"Assessment instruments and placement policies have serious implications for equity, as students of color are far more likely to be placed into remedial courses; students placed into remediation are much less likely to reach their educational goals." (CCC, AB705, 2017)

In 2019, our Math Initiative was designed:

- to allow all pupils, regardless of race, ethnicity, gender, or socioeconomic background, an equal chance to advance in mathematics.

- to prevent students from being placed into remedial courses that may delay or deter their educational progress.

While we had altered our course offerings in the 2019-20, and 2020-21 school years, we had not yet changed the policy for placement of rising ninth graders. Understanding the history behind this change (see below), we recognized the importance of changing the placement policy and encouraging our schools to create heterogeneous groupings for students in 9th-grade Algebra, while providing support. Rather than eliminate a placement test altogether, we created the following Ninth Grade Placement Chart and piloted a new assessment, the Mathematics Initiative Readiness Assessment as a form of both communication and recognition of our district-wide math initiative to share with our feeder schools. The funding invested in this math initiative and placement policy is about securing the future of our students to be ready for multiple post-secondary opportunities. Knowing math is a barrier to meeting future graduation and A-G requirements, we will continue to work with the Stanford Sequoia Collaborative to study the impact of this policy change, in particular on our unduplicated students.

History of change:

In 2013, in an article titled, “Held Back: Addressing Misplacement of 9th Grade Students in Bay Area Math Classes”, SUHSD is referenced and there is a recommendation a move to eliminate the use of “subjective discretion from placement decisions”. Subsequently, in 2015, California passed SB359 also known as the California Mathematics Placement Act of 2015 requiring “multiple objective academic measures of pupil performance into consideration”. Furthering the support of unduplicated pupils, in 2017, AB705 prohibits California community colleges from using placement tests to determine eligibility for prerequisite courses, and instead required one or more of the following: high school coursework, high school grades, and high school grade point average to be the determining factors.

For the listed actions carried over from the 2017-20 LCAP, how was it determined whether or not the action was effective as expected? In the last LCAP, we were engaged in a self-study of our Math program, which involved piloting Alg 1 course, Increasing Math Lead positions as part of the pilot, providing professional development on CCSS math instructional practices, and developing/scoring district-wide math assessments as well as facilitating PD at all sites with assessment results. This continues to be a practice as we have expanded the Math Initiative.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Goal 1, Action 1, and Action 2: Standards-Aligned Curriculum and Professional Development:

How are the following action(s) expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year?

Improving access to the standards-aligned curriculum by adopting a research-based curriculum for the ELD Program across the district.

ELD I - Get Ready and Get Reading by Vista Higher Learning

ELD II - Edge Fundamentals by National Geographic and QSkills by Oxford Press

ELD III - This group is developing text-flexible instructional units linked to both ELA and ELD standards, supplemented by Systematic ELD units from EL Achieve. The benefits of this approach include being able to ensure standards alignment and to establish a strong bridge to the mainstream ELA class. The PD & Curriculum department, with participation from the ELD 3 team, will facilitate this process.

Additionally, we are improving the quality of support by providing increased professional development so teachers can better support English Learners to increase the rigor to increase reclassification criteria and A-G course completion.

Goal 2, Action 1: Identify and remove barriers for students to meet UC A-G requirements (LEA-wide)

Goal 2, Action 2: Focus on Diversity and equity (LEA-wide)

How are the following action(s) expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year?

The unduplicated pupils have traditionally been less likely to complete A-G requirements, this action is geared toward raising the expectation of these students and providing equitable opportunities for the course pathways necessary to complete college and career readiness requirements. The math initiative focuses specifically on removing barriers, such as math courses that do not offer A-G credit (e.g. Algebra Readiness, Algebra I Support) and the new ninth-grade placement policy solidified our commitment to support our unduplicated students as they transition into SUHSD. While this placement policy applies to all rising ninth graders, it has traditionally impacted the students most at-risk and thereby increasing and improving services and access to our unduplicated pupils.

Ethnic Studies, a course adopted district-wide in the spring of 2020, will be offered to all students in the Fall of 2021. It is designed to provide an additional opportunity to our unduplicated students to increase a sense of belonging and identity and provide a greater context of the school community at large while learning about the historical context of underrepresented communities. It will increase cultural awareness and sensitivity and equip students with the self-advocacy tools to engage in their education while at SUHSD and beyond. Our unduplicated students will also benefit from heterogeneous grouping in these courses.

Goal 2, Action 3: Systematize programs for English learners (LEA-wide)

How are the following action(s) expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year?

Goal 2 indicates that SUHSD is committed to identify and design systems to allow all students to succeed by overcoming institutional and instructional practices that perpetuate inequalities in student outcomes. This aligns with Principle 1 from the California English Learner Roadmap, which is focused on creating Assets Oriented and Needs Responsive Schools.

As Principle 1 indicates, the Welcome Center is responding to different English learner (EL) strengths, needs, and identities and supports the socio-emotional health and development of English learners. The idea of implementing a Newcomer Welcome Center is based on the foundational belief that our Newcomer Families and English Learners join our district with an array of cultural and linguistic assets and we intend for the Welcome Center to build upon their assets. In addition, we want to build an inventory of how to better serve our families,

compiling qualitative and quantitative data of our students with limited and interrupted education and providing services that will support/build literacy in their home language.

The intent of a centralized, district-wide welcome center for newly-arrived English Learner students and families would be to lessen the challenge for sites of intake over the course of the year. Since students arrive at unpredictable times and in unpredictable numbers, Bilingual Resource Teachers (BRTs) and counseling teams must put aside ongoing work with students to test, orient, and schedule new students. This has resulted in some inconsistencies at and between sites. This Welcome Center would also aim to act as a resource center for new students, providing information about the structure of US schools, and connecting students and families to school- and community-based resources.

Goal 3, Action 1: MTSS coordination of practices and expectations (LEA-wide)

Goal 3, Action 3: MTSS Data System (LEA-wide)

How are the following action(s) expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year?

As described in Prompt 1, the coordination of Multi-Tiered System of Supports (MTSS) Practice and Expectations, Goal 3, Action 3, focuses on how to broaden data sources for Social-Emotional Learning (SEL), Behavioral, and Academic intervention and Action 3 further describes the implementation of a data system to improve services for our students and improve the efficacy of our intervention programs.

For our unduplicated pupils, these actions will result in the improvement of support services as their needs will be identified much faster once MTSS is well established in the district. This action will improve the efficacy of Interventions and Delivery. The service of alternative programs, when necessary, will better support unduplicated students in need of an alternative pathway. The establishment of a comprehensive data system will result in the need for intervention to be identified earlier, building increased access for support and services to our unduplicated youth. Early intervention is evidenced to improve student outcomes in multiple domains and creates a proactive service delivery model as opposed to a reactive model. With this comprehensive data structure, the district will be able to identify unique needs for intervention for our unduplicated student groups, improve current intervention practice and improve accessibility for appropriate and needed interventions.

Each action from Goal 4 below addresses the question: How are the following action(s) expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year?

Goal 4, Action 1: TIDE Academy Vision, Curriculum and Instruction (Schoolwide)

In its second year of students, it will be imperative that the vision, curriculum, and instruction developed for TIDE be one that is accessible to students in general and to our unduplicated students in particular. The real-life context of pathways and concurrent enrollment will only be advantageous if EL, socio-economically disadvantaged and foster youth students can access them.

Goal 4, Action 3: East Palo Alto Academy and Redwood High School WASC Action Plan Support (Schoolwide)

WASC was chosen because WASC goals focus on a site's greatest areas of need based on data and give clear accountability for growth. Because our WASCs ask for how sites will serve our most at-risk (unduplicated) student groups, requires data for backing decisions, and comes with external evaluation, it has proven to be a faithful tool for raising services for our most at-risk students.

Goal 4, Action 4: Establishing Fiscal Stability for Redwood High School CTE Pathways (Schoolwide)

The District is experiencing some through Redwood High School's CTE program. Students are beginning to graduate with industry certificates that are leading to apprenticeships with trade unions and helping students to see a purpose to their education. However, the District has been supplementing the program and for it to be a sustainable opportunity for unduplicated students, in particular, we need to find more ways to make the program economically sound. For example, more CTE courses counting in core content subject areas and a clear statement from the state that students in alternative schools can move through pathway completion in quarters rather than semesters.

Goal 4, Action 5: Alternative Education Strategic Plan (LEA-wide)

While the District has spent time building on alternative programs that work, a comprehensive study of how they are collectively serving students at large and unduplicated students, in particular, has never been done. Because we know that many of our alternative programs have yielded better-unduplicated student outcomes, we'd like to build on this success by strategically and comprehensively looking at what has worked and what has not worked in alternative education for unduplicated students in particular.

Goal 4, Action 6: Alternative Program Planning (LEA-wide)

Several years of LCAP feedback from students in general and unduplicated student groups, in particular, indicate a desire to find classes more engaging. This feedback, coupled with the District's success in many existing alternative settings (CTE, small schools, small learning communities), and instructional lessons learned during the Pandemic make it evident that a comprehensive look at what we have and what needs to be put in place are in order. Unduplicated students are more likely to thrive in our district's smaller community programs, so we need to look at what is working and what is missing that has worked in other places. TIDE, the District's Design and Engineering small school is currently in its sophomore year. The school offers a great option and spaces for interested students. CTE pathways are resulting in students graduating into internships and many college classes completed. We believe that capitalizing on the ability to make school focus on vocational/technical careers, in a small learning community setting for more of our students could improve academic outcomes for our unduplicated student groups.

These actions require the District to take a comprehensive look at our alternative program options, creating targeted outcomes and developing both short and long-term improvement plans for each alternative program in the district. All three of the measurable outcomes listed for the goal will tell us how we are succeeding. From school enrollment to completed WASC action plans, to student and parent surveyed satisfaction with our alternative programs, community and accreditation feedback will hold us accountable and make it easy to track whether or not our efforts are working on behalf of unduplicated students.

Goal 4, Action 7: Small Schools and Alternative Programs Catalog (Schoolwide)

A comprehensive catalog, in English and Spanish of the District's alternative programs and small schools, will help to narrow the gap in who hears about these opportunities and who does not. When surveyed for our 2021-22 LCAP, unduplicated families and students scored amongst the lowest in their knowledge of and understanding of the alternative programs available. We believe that a program catalog, distributed to students, families, and community partners will help to ensure that unduplicated students know about these opportunities. For

instance, this year's 9th grade class at TIDE and Middle College are predominantly socio-economically advantaged kids. We need to make sure unduplicated students and their families hear about and understand the advantages of such offerings.

Goal 5, Action 1: Enhanced Summer Program (LEA-wide)

How are the following action(s) expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year?

As stated in prompt 1 above, Goal 5, Action 1 aims to improve in the area of student engagement by enhancing the course offerings and access to a summer program in 2021. This action is expected to result in the required proportional increase by providing wider access and opportunity during the summer to our unduplicated pupils that combat against the learning loss that may have occurred during the year Distance Learning. The access to an enhanced summer program will in turn allow for our unduplicated pupils to improve their grades, take courses that propel them towards meeting graduation requirements and the completion of A-G courses. In addition, for our English learners in the ELD program, this opportunity serves as a measure to increase language practice to counterbalance and increase oral language development.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,117,614.00	\$1,262,647.00	\$422,538.00	\$1,055,354.00	\$10,858,153.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,113,477.00	\$3,744,676.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1		Standards-aligned curriculum	\$692,740.00				\$692,740.00
1	2		PD and support for rigor and quality interactions in classroom instruction	\$1,514,620.00				\$1,514,620.00
1	3	English Learners	Integrated ELD	\$301,499.00				\$301,499.00
2	1	English Learners Foster Youth Low Income	Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.	\$1,937,721.00				\$1,937,721.00
2	2	English Learners Foster Youth Low Income	Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.	\$275,000.00				\$275,000.00
2	3	English Learners Foster Youth Low Income	Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities.	\$91,316.00				\$91,316.00
2	4	Students with Disabilities	Implement the improvement strategies to address pupil outcomes for Students with Disabilities	\$18,000.00	\$105,054.00			\$123,054.00
3	1	Foster Youth	Multi-Tiered System of Supports (MTSS) coordination of practice and expectations	\$1,340,000.00		\$5,000.00		\$1,345,000.00
3	2	All	Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery	\$167,000.00	\$244,040.00	\$203,644.00		\$614,684.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3		Multi-Tiered System of Supports (MTSS) Data System	\$107,000.00				\$107,000.00
3	4	English Learners Foster Youth Low Income	Integrating services for unduplicated student groups	\$70,000.00				\$70,000.00
4	1		TIDE Academy Vision, Curriculum, and Instruction	\$35,000.00				\$35,000.00
4	2	All	TIDE Facilities Needs			\$25,000.00		\$25,000.00
4	3		EPAA and Redwood High School WASC Action Plans Support	\$200,000.00				\$200,000.00
4	4		Establishing Fiscal Stability for Redwood High School CTE Pathways	\$100,000.00				\$100,000.00
4	5		Alternative Education Strategic Plan	\$10,000.00				\$10,000.00
4	6		Alternative Program Planning	\$100,000.00				\$100,000.00
4	7		Small Schools and Alternative Program Catalog	\$10,000.00				\$10,000.00
5	1	English Learners	Enhanced Summer Program	\$768,640.00	\$287,299.00		\$109,130.00	\$1,165,069.00
5	2	English Learners	ELD Summer Enrichment Program	\$55,000.00		\$5,000.00		\$60,000.00
5	3	All Students with Disabilities	One-to-One Devices	\$84,078.00	\$626,254.00	\$13,894.00	\$801,435.00	\$1,525,661.00
5	4	English Learners Foster Youth Low Income	Internet Connectivity	\$240,000.00			\$144,789.00	\$384,789.00
5	5	All	Research Options for Possible Instructional Shifts			\$50,000.00		\$50,000.00
5	6	All unduplicated student groups	Online Tutoring			\$120,000.00		\$120,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$7,848,536.00	\$8,399,754.00
LEA-wide Total:	\$6,705,721.00	\$7,107,150.00
Limited Total:	\$456,316.00	\$606,105.00
Schoolwide Total:	\$756,499.00	\$756,499.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Standards-aligned curriculum	LEA-wide		All Schools	\$692,740.00	\$692,740.00
1	2	PD and support for rigor and quality interactions in classroom instruction	LEA-wide		All Schools	\$1,514,620.00	\$1,514,620.00
1	3	Integrated ELD	Schoolwide	English Learners	All Schools	\$301,499.00	\$301,499.00
2	1	Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,937,721.00	\$1,937,721.00
2	2	Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$275,000.00	\$275,000.00
2	3	Systematize programs for English Learners for a successful transition to SUHSD and	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$91,316.00	\$91,316.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		receive services in pursuit of graduation and post-secondary opportunities.					
3	1	Multi-Tiered System of Supports (MTSS) coordination of practice and expectations	LEA-wide	Foster Youth	All Schools	\$1,340,000.00	\$1,345,000.00
3	2	Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery			All Schools	\$167,000.00	\$614,684.00
3	3	Multi-Tiered System of Supports (MTSS) Data System	LEA-wide		All Schools	\$107,000.00	\$107,000.00
3	4	Integrating services for unduplicated student groups	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
4	1	TIDE Academy Vision, Curriculum, and Instruction	Schoolwide		Specific Schools: TIDE ACADEMY	\$35,000.00	\$35,000.00
4	3	EPAA and Redwood High School WASC Action Plans Support	Schoolwide		Specific Schools: East Palo Alto Academy and Redwood High School	\$200,000.00	\$200,000.00
4	4	Establishing Fiscal Stability for Redwood High School CTE Pathways	Schoolwide		Specific Schools: Redwood High School 11-12	\$100,000.00	\$100,000.00
4	5	Alternative Education Strategic Plan	Schoolwide		Specific Schools: TIDE, Redwood and EPAA	\$10,000.00	\$10,000.00
4	6	Alternative Program Planning	Schoolwide		Specific Schools: TIDE, Redwood and EPAA	\$100,000.00	\$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	7	Small Schools and Alternative Program Catalog	Schoolwide		All Schools	\$10,000.00	\$10,000.00
5	1	Enhanced Summer Program	LEA-wide	English Learners	All Schools	\$768,640.00	\$1,165,069.00
5	2	ELD Summer Enrichment Program	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$55,000.00	\$60,000.00
5	4	Internet Connectivity	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$240,000.00	\$384,789.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.