# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sequoia Union High School District

CDS Code: 41690620000000

School Year: 2022-23
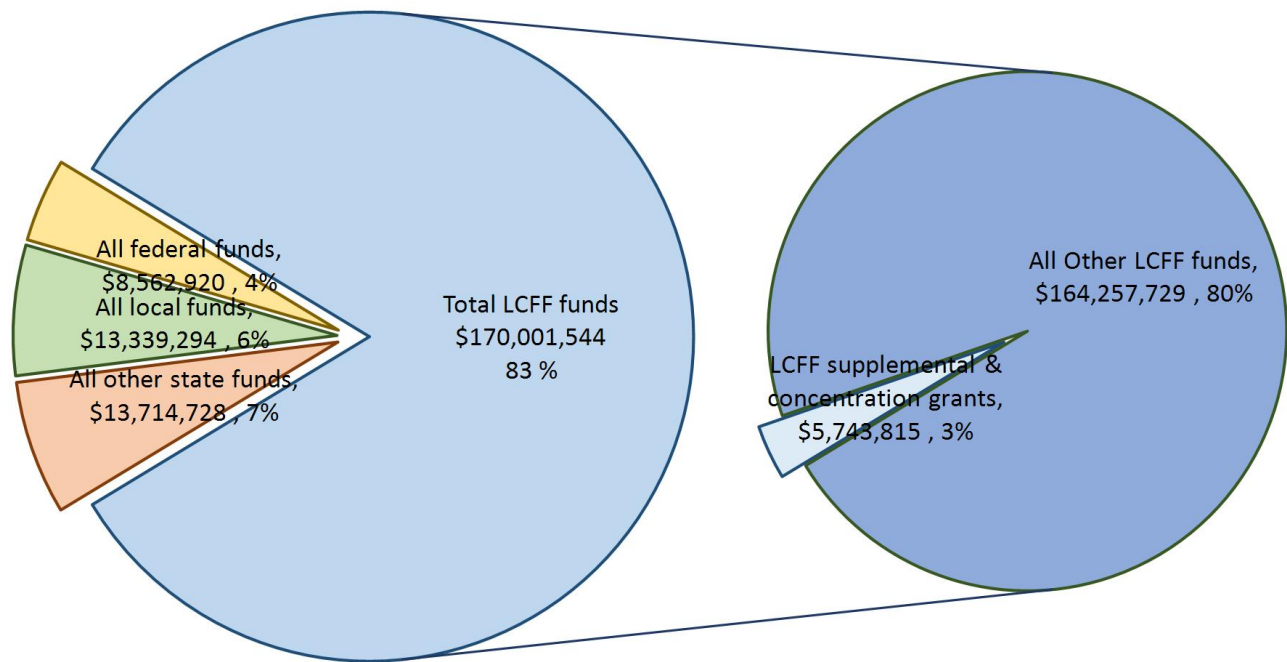
LEA contact information:

Bonnie Hansen

Assistant Superintendent: Educational Services

(650) 369-1411 ex. 22323

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

# Budget Overview for the 2022-23 School Year

# Projected Revenue by Fund Source

**All federal funds,** $8,562,920 , 4%

**All local funds,** $13,339,294 , 6%

**All other state funds,** $13,714,728 , 7%

**Total LCFF funds** $170,001,544 83 %

**All Other LCFF funds,** $164,257,729 , 80%

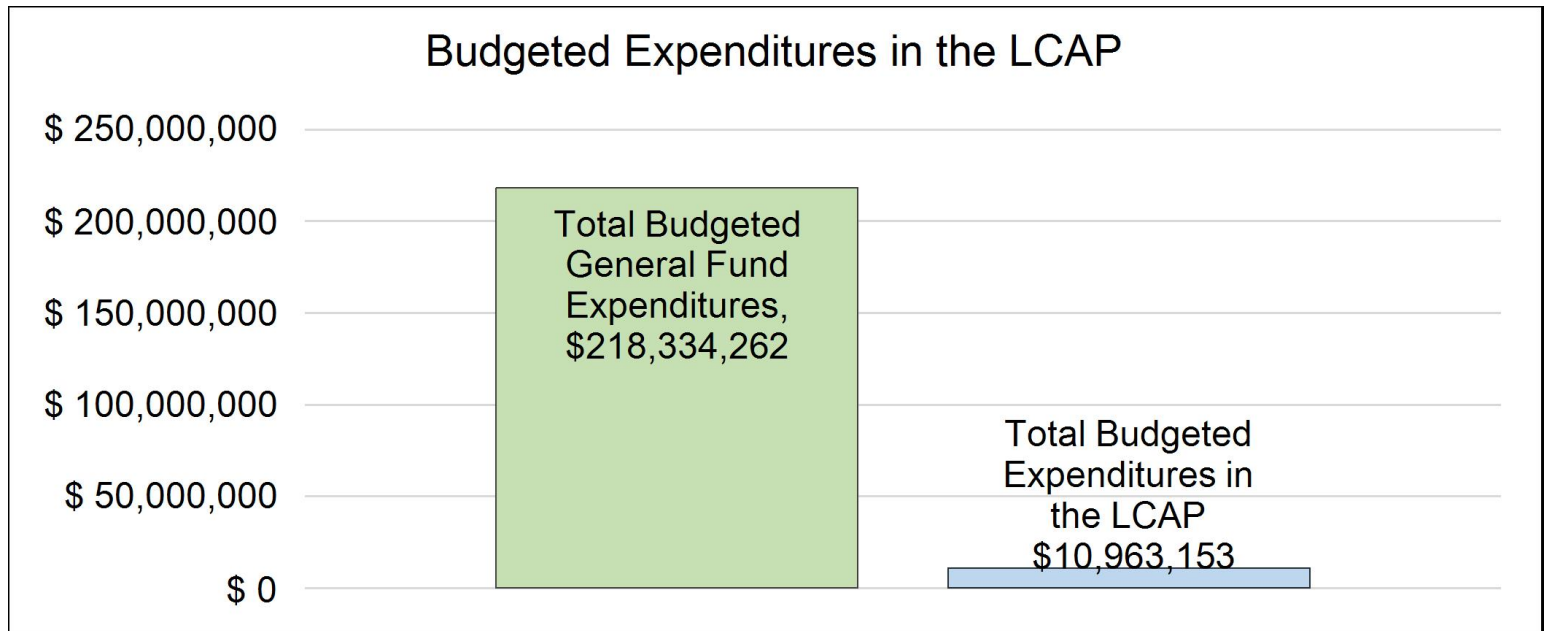**LCFF supplemental & concentration grants,** $5,743,815 , 3%

This chart shows the total general purpose revenue Sequoia Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sequoia Union High School District is $205,618,486, of which $170,001,544 is Local Control Funding Formula (LCFF), $13,714,728 is other state funds, $13,339,294 is local funds, and $8,562,920 is federal funds.  Of the $170,001,544 in LCFF Funds, $5,743,815 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures in the LCAP



*This chart provides a quick summary of how much Sequoia Union High School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Sequoia Union High School District plans to spend $218,334,262 for the 2022-23 school year. Of that amount, $10,963,153 is tied to actions/services in the LCAP and $207,371,109 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
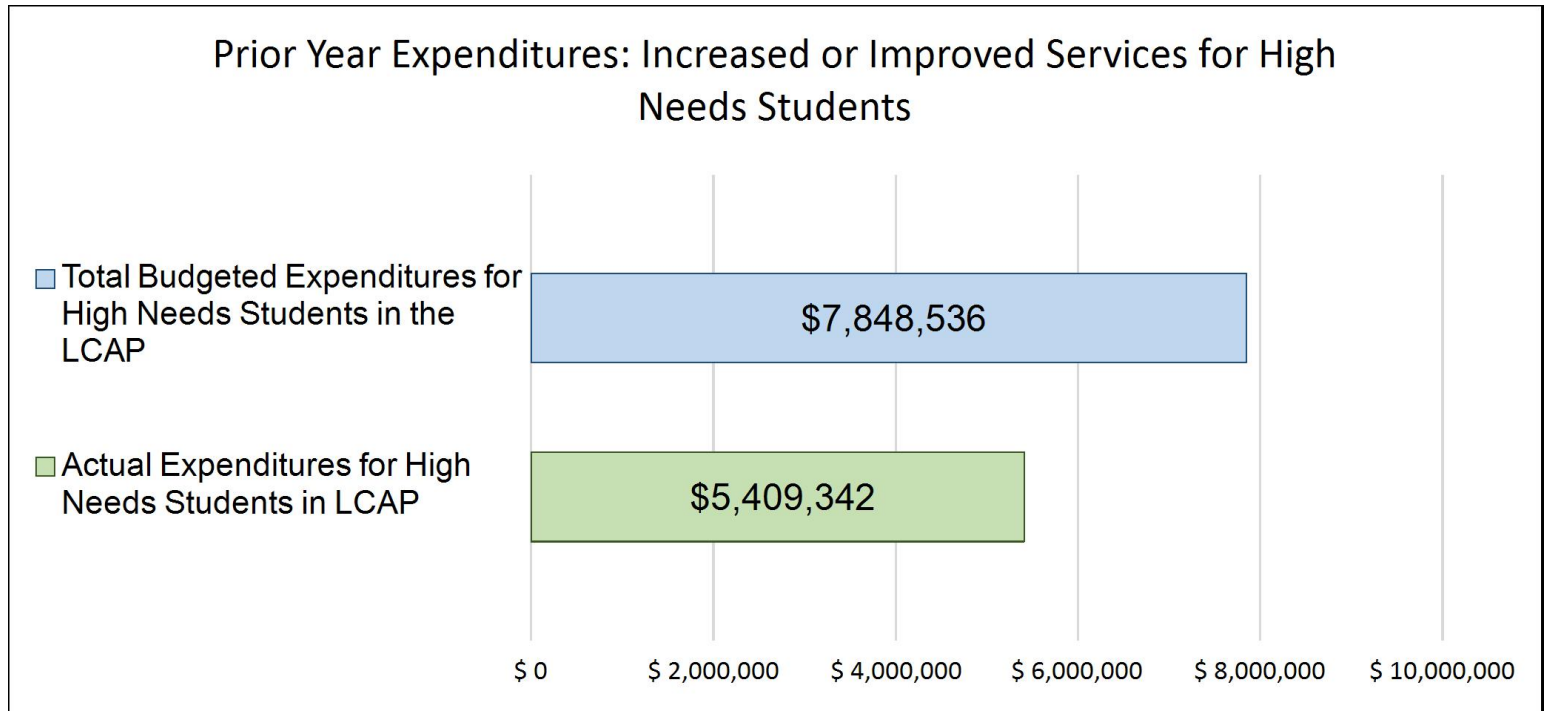
General operational needs that are necessary to maintain the District

# Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sequoia Union High School District is projecting it will receive $5,743,815 based on the enrollment of foster youth, English learner, and low-income students. Sequoia Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sequoia Union High School District plans to spend $7,189,896 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students



- Total Budgeted Expenditures for High Needs Students in the LCAP: $7,848,536
- Actual Expenditures for High Needs Students in LCAP: $5,409,342

This chart compares what Sequoia Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sequoia Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Sequoia Union High School District's LCAP budgeted $7,848,536 for planned actions to increase or improve services for high needs students. Sequoia Union High School District actually spent $5,409,342 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $2,439,194 had the following impact on Sequoia Union High School District's ability to increase or improve services for high needs students:

The difference between actual and planned expenditures was due to the shift of funding to support goals 2.3, 5.1 & 5.4 from LCFF to state funding. Actual expenditures exceed the $2.4m difference

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Sequoia Union High School District | | |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As the funds were released after the adoption deadline of the 2021-22 Local Control and Accountability Plan, Elementary and Secondary School Emergency Relief Funds (ESSER III) funds were not included in the LCAP. However, the community feedback solicited for the 2021-22 LCAP drove the proposed expenditures for the ESSER III.
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:

The Sequoia Union High School Districts recognizes that civil rights groups, Tribes, and advocates of underrepresented students and families are part of the educational community and engage with them as applicable and appropriate.  They are among our stakeholders in multiple settings such as Civil Rights data requests, ELAC, DELAC, and as stakeholders in our student, staff, and parent ranks.

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 April.  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, 2021 - 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
* April 26, 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 description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

N/A - Sequoia Union High School District does not receive concentration grant funds or the concentration grant add-on.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

COVID updates were a regular feature in Board meetings and a prominently featured portion of the district's webpage.  The provision of socially distanced transportation, personal devices and hot spots, meals, daily sanitization of high touch areas, HVAC audit to increase fresh outside air ventilation to the CDC's COVID 19 recommended level of 30 percent, COVID testing, contact tracing, health screening, increased mental health and academic supports were all places where the District invested COVID-19 funds and all were presented in Board Meetings and on the District website, as well as in the 2021-22 LCAP as appropriate to District goals and actions.  Surveys, community engagement meetings, site councils, parent advisories, board presentations, board meeting comments, and staff association meetings were all used to gather input and communicate information.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Approved on October 27, 2021, it has been three-and-a-half months since the Elementary and Secondary School Emergency Relief Funds III became available. While the District presented in its expenditure plan how the resources could be used, it was also made clear that as the pandemic unfolded and more input was gleaned, the proposed use of the funds could shift. In addition, with ESSER I and II funds still available and expiring sooner COVID expenses described in the previous prompt have been applied to these needs. So far, of the $5,637,943 of ESSER III funds received by the district, $144,894 has been spent to pay for Paper Tutoring, an online 24/7 tutoring tool that is available to all district students. This expenditure is aligned with the approved LCAP 21-22.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Because the community engagement and data received for LCAP development were used to inform the spending of COVID relief funds, the LCAP is tightly aligned with the district's Safe Return to In-Person Instruction, Learning Continuity (LCP) and Elementary and Secondary School Emergency Relief Fund (ESSER III) plans. What follows are our District's 2021-22 LCAP goals/actions and their alignment with applicable COVID plans:

GOAL One: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.
1.1 Standards-aligned curriculum - LCP and ESSER III
1.2 PD and support for rigor and quality interactions in classroom instruction - LCP and ESSER III
1.3 Integrated ELD - LCP and ESSER III

GOAL Two: 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.
2.1 Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways. - LCP, Safe Return and ESSER III
2.2 Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. - LCP and ESSER III
2.3 Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. - LCP, Safe Return and ESSER III
2.4 Implement the improvement strategies to address pupil outcomes for Students with Disabilities - LCP, Safe Return and ESSER III

Goal Three: 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.
3.1 Multi-Tiered System of Supports (MTSS) coordination of practice and expectations  - LCP, Safe Return and ESSER III

3.2 Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery  - LCP, Safe Return and ESSER III
3.3 Multi-Tiered System of Supports (MTSS) Data System  - LCP, Safe Return and ESSER III
3.4 Integrating services for unduplicated student groups  - LCP, Safe Return and ESSER III

Goal Four: The District will support and promote successful student outcomes at the District's small schools and alternative programs.
4.1 Integrating services for unduplicated student groups  - LCP, Safe Return and ESSER III
4.2 TIDE Facilities Needs - LCP
4.3 EPAA and Redwood High School WASC Action Plans Support - LCP, Safe Return and ESSER III


Goal Five: 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.
5.1 Enhanced Summer Program - LCP and ESSER III
5.2 ELD Summer Enrichment Program - LCP and ESSER III
5.3 One-to-One Devices - LCP, Safe Return and ESSER III
5.4 Internet Connectivity - LCP, Safe Return and ESSER III
5.5 Research Options for Possible Instructional Shifts - LCP and ESSER III
5.6 Online Tutoring - LCP, Safe Return and ESSER III

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget

Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# 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 |
|---|---|---|
| Sequoia Union High School District | Bonnie Hansen<br>Assistant Superintendent: Educational Services | bhansen@seq.org<br>(650) 369-1411 ex. 22323 |

# Plan Summary [2022-23]

## General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2021 CALPADS report, our high school student counts for the 2021-22 school year are as follows: total enrollment - 9,086; Latino - 40.8%; White - 38.4%; Asian - 10.6%; African American - 2.5%; Pacific Islander - 2.1%; Two or More Races - 3.7%; Other - 1.9%; English Learners (EL) - 14.6%; Title III Immigrants - 3%; Title I Migrant - .33%; students w/disabilities (SWD) - 14.8%; foster youth (FY) - 0.1%; students experiencing homelessness - .2%; percent of unduplicated pupils - 32.5%.

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.  Over the past two years, all of our students experienced the trauma of a worldwide pandemic and the last quarter of the 2019-20 school year, as well as most of the 2020-21 year were spent in distance learning.

Though many of our students face learning obstacles, SUHSD has experienced that, with the right support, all of our students are capable of excelling. From instructional professional development to the implementation of Common Core, Next Generation Science Standards, and ELD curriculum, to the increasing placement of students in A-G courses, to increased student support services such as a robust summer school program that includes counseling and enrichment opportunities, 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, we returned to in-person school with a whole new level of understanding about how to meaningfully integrate technology into the curriculum, all students now have personal electronic learning devices, and we have discovered new ways to connect with 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 Career Technological Education (CTE) Academies, to a robust concurrent enrollment program with our neighboring community colleges. In addition, the District works to grow enrollment in Advanced Placement (AP) and International Baccalaureate (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 ten workshops during which parents learn parenting strategies, and ways to support their students academically. Each site has a parent liaison coordinator and the district hosts a parent liaison coordinator who runs our newcomer welcome center. 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.

2020-21 DATA ANALYSIS:
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.

2021-22 DATA ANALYSIS:
As of the 2021-22 school year, we continued to refine our local assessment instrument for English Language Arts and Math (known as the ICA for Literacy and ICA for Math).  When comparing our target for this year to the actual results on the Literacy ICA, (9 - Target - 63%, Actual - 60%, 10 - Target 63%, Actual - 62%, 11 - Target 57%, Actual 56%, 12 - Target 57%, Actual 57%), we can see that we were pretty close to our targets for reaching our goals for the year.  We hit the target for 12th graders, and twe were off by 1% for 10th and 11th graders. The freshmen were 3% shy of the target.  In addition, we worked on establishing a cut points to determine the percent of students who met/exceeded standards as another and possibly more appropriate baseline measure going forward (9th - 47.2% Met/Exceeded Standards, 10th - 54.6% Met/Exceeded Standards,11th - 39.2% Met/Exceeded Standards (12th - 47% Met/Exceeded Standards).

With 67% correct being the cut off at each grade level, we were able to look at the growth over time.  For example, the Class of 2024 showed growth from 44.5% to 54.6% in meet/exceeding standards.  The Class of 2022 showed growth from 41.6% to 47% in meeting/exceeding standards. The Class of 2023 showed decline from 47.2% to 39.2% in meeting/exceeding standards. Given that this year the Class of 2023 will take the ELA assessments aligned to the CAASPP system, we will study the correlation between ELA ICA Grade 11 and with this years performance on the SBAC/CAA ELA.

For the Math ICA, we originally used percent correct as a metric, but have decided it is more appropriate to identify students who are in need of support on our assessment, due to the nature of the assessment design.  This year, the scores were as follows:
Math 9 - (n=1778), 64% No Support, 36% Need Support
Math 10 - (n=1906), 69% No Support, 31% Need Support
Math 11- (n=1823), 71% No Support, 29% Need Support
Math 12- (n=1743), 71% No Support, 29% Need Support
Our new target of 75% Needing no Support, suggests that we are closer in 11th and 12th grade than we are in 9th and 10th grade.  We will continue to monitor this need for support and work towards getting towards 85% Needing No Support by 2023-24.

Looking at the California dashboard it is clear that 2021 SUHSD's graduation rate (87.4%), while higher than the states' graduation rate (86.8%), decreased by 0.4% compared to the prior year.  The biggest successes are reflected in the Homeless graduation rate (up from 66.7% to 78.9%) and the Foster Youth graduation rate (up from 46.2% to 54.5%).  The remaining subgroup graduation rates varied very little from 2020 to 2021.  However, considering that 2021 was mostly a COVID year, it is a positive sign that we kept our students enrolled and graduated at a similar rate to prior year. In fact,1,251 of these graduates met A-G, 164 Met A-G and Fulfilled a CTE Pathway, and 338 of these graduates completed College Credit Courses with a C or better.  Also, 713 of these graduates from 2021 earned a State Seal of Bilteracy. Other successes from the CA Dashboard include: 30% of our students in the four-year graduation rate cohort scored 3 or higher on at least two Advanced Placement exams and 10% scored 4 or higher on at least two International Baccalaureate Exams.

SUHSD plans to build upon successes for Homeless and Foster Youth graduation rates, A-G and CTE pathway requirements, State Seal of Biliteracy, Advanced Placement and International Baccalaureate Exams. We will continue to encourage more students to engage in rigorous coursework and provide the necessary support to help them graduate and meet A-G.  We have instituted a College and Career Readiness Guide (CCRG) which will be sent home to every student twice a year with a description of their progress towards meeting both graduation and A-G requirements.  In this report is also students' progress towards obtaining the State Seal of Biliteracy as well as the number of AP/IB

exams taken and passed.  Our intention behind this individualized report for each student is to be as clear and transparent as possible with each family about what is required to help their student be successful at SUHSD.

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. Community Engagement Meetings amongst the district's seven school sites revealed some common themes.  When asked what sites saw as their school's greatest strengths in engaging and preparing all students to be college and career ready, three sites listed the range of opportunities for students as their greatest strength, while two sites chose college courses, smaller school size, and diversity as their site's greatest strengths.  The greatest commonality amongst Community Engagement Stakeholder Meetings came when asked what sites saw as their school's greatest opportunities for growth, in engaging and preparing all students to be college and career ready. Instituting the CCRG Reports for every student is a great next step in moving in this direction.

# 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.

2020-21 Reflections:
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 52% (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.

2021-22 Reflections:
We have been making considerable shifts in improvements towards our local assessment system to help track and gauge student progress across four years of high school. One of the most dramatic shifts is in Math, where we have instituted a new assessment system that allows us to measure students in all multiple domains of mathematical practices, including Knowledge, Application and Communication. This assessment shift has helped us to place students in Algebra I or above in ninth grade (removing all remedial math courses that don't count towards graduation or A-G credit). We continue to analyze our work in this field and anticipate that our efforts should help more students graduate in the Class of 2023 and beyond, and help them meet A-G requirements for UC/CSU college admissions. In addition, our local assessment system, as well as our placement policies, transfer, exit and reclassification criteria have all been thoughtfully reviewed to help identify students who are in need of support, and to recommend interventions for them to help them succeed. An in-depth review of our ELA reading program is underway, which provides supports for our students reading below grade level. We are looking into current trends of our graduation rates and A-G outcomes for these students enrolled in these classes in particular, who tend to be over-represented as Long Term English Learners, Students with disabilities or dually classified.

The CA Dashboard paints us a picture of the persistent gap between students who graduate and meet most of the Career and College Readiness (CCR) indicators according to race, English language acquisition, socio-economic status and learning differences.
For example the dashboard still shows:87.4% of Asian graduates, 80% of Filipino graduates, 73.8% of graduates who are Two or More Races, 72.5% White graduates,
and 30.8% of Hispanic graduates, 28.4 % of Socio-Economically Disadvantaged graduates, 22.6% of African American graduates, 13.7% of English Learner graduates, 15.8% of Homeless graduates, 13.5% of Pacific Islanders graduates, 12.8% of graduates who are students with disabilities, 9% of Foster youth graduates.
Among all the CCR indicators, A-G is where the most pernicious gap persists. While we have increased student participation in other areas, such as CTE pathways and taking college credits, the percentage of these groups meeting these measures are still pretty low and an area where we can begin to gain traction in closing some of the gaps, and meeting the CCR indicators with other measures focused on equitable outcomes for all students.

# 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 and the process of 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. This year's return to live instruction was accompanied by a steep need for enhanced mental health services. There are goals and actions in our LCAP to address the socio-emotional supports students need in addition to academic ones. Some of our most vulnerable student groups struggled more than their peers during distance learning and their return to school has brought with them some of these challenges. 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 pandemic, but some recesses were further exacerbated by it. Fortunately, we now have more tools to help close these inequities to couple with what we are already able to achieve now that we are back 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. CSI confirmed one of these areas in particular: graduation rates. Redwood prides itself on taking students who have struggled at traditional campuses and getting students to graduation. This does impact graduation rates as these students arrive so far behind in credits, that a fifth year of high school is necessary and supported by the District. Graduation rates for fifth years are impressive but do not count in the state accountability index. 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 fluctuate 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. The suspension rate at Redwood now aligns 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 the 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.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

To create a document that can reflect the goals of the community, engagement was paramount to our process in developing and finalizing the LCAP.  Please read through the below to understand how we engaged our educational partners.


Parents, Staff, and Students Surveys:

Parents, students, and staff were surveyed for input on the LCAP goals for 2021-24.  Surveys were available in both English and Spanish and could be taken via a computer, tablet, or phone.  LCAP surveys were open for 1.5 months.  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, and parent coordinator contacts.  The surveys were open from February 1, 2022 through March 11, 2022 and were completed by:
* 6,038 students
* 564 staff members
* 3,059 parents/guardians

Community Engagement Meetings:

Over the course of the winter, the District hosted a Community Engagement Night in partnership with 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.  Meetings happened on:
* Carlmont High School - February 3, 2022
* East Palo Alto Academy - January 12, 2022
* Menlo-Atherton High School - January 5, 2022
* Redwood High School - November 29, 2021
* Sequoia High School - January 26, 2022
* TIDE Academy - January 24, 2022
* Woodside High School - February 1, 2022

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 April.  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:

* April 5, 2022, and April 26, 2022 - Site Administrators
* April 11, 2022 - Sequoia Union High School District's Teacher's Association
* April 11, 2022 - Equity and Diversity Council
* April 12, 2022 - American Federation of State and Federal Employees
* April 26, 2022 - SELPA
* April 28, 2022 - East Palo Alto Academy School Site Council/SDMC
* May 2 - June 2022 - Online Input
* May 9, 2022 - Carlmont School Site Council/SDMC
* May 9, 2022 - Woodside School Site Council/SDMC
* May 10, 2022 - Student Advisory Council
* May 12, 2022 - Menlo-Atherton School Site Council/SDMC
* May 12, 2022 - TIDE School Site Council/SDMC
* May 12, 2022 - DELAC (LCAP draft)
* May 19, 2022 - Sequoia School Site Council/SDMC
* May 19, 2022 - Redwood School Site Council/SDMC
* May 24, 2022 - Parent Advisory Council

Board Presentations:

From the results of survey questions to the approval of the final draft, the Board and anyone in Board Meeting attendance have received regular updates on the LCAP process and progress. The dates of presentations and study sessions are as follows:
* October 27, 2021 - LCAP Quarter 1 Progress Report
* February 16, 2022 - LCAP Mid-Year Progress and Annual Update Report

* March 23, 2022 - LCAP Community Input Findings
* April 13, 2022 - LCAP Proposed Goals and Actions
* May 25, 2022 - LCAP/Budget - Board Study Session
* June 8, 2022 - LCAP public hearing and Board First Reading
* June 22, 2022 - LCAP Final Draft Approved by the Board

A summary of the feedback provided by specific educational partners.

Community Engagement Meetings amongst the district's seven school sites revealed some common themes. When asked what impressions and questions participants had after reviewing their school and district data, three of the sites called out the diversity of their schools compared to others in the District, while three called out their lack of diversity compared to other schools in the district. Of the three schools that cited the lack of diversity, Carlmont noted a lack of students who were other than White or Asian, while Redwood and EPAA noted that their student bodies were mostly Black, Indigenous, and People of Color (BIPOC). When asked what sites saw as their school's greatest strengths in engaging and preparing all students to be college and career ready, three sites listed the range of opportunities for students as their greatest strength, while two sites chose college courses, smaller school size, and diversity as their site's greatest strengths. The greatest commonality amongst Community Engagement Stakeholder Meetings came when asked what sites saw as their school's greatest opportunities for growth, in engaging and preparing all students to be college and career ready. Five of the District's seven schools answered that it was more exposure to post-secondary/career opportunities. On the LCAP survey, students across subgroups listed the District's greatest strength as safety. Compared to other schools across the country (including entire states) that use the same LCAP survey, the District scored in the top 90%. Also across demographics, students felt the District's greatest area for growth was in engagement, with 14% of students saying they were "not at all excited" about going to class and another 25% saying they were "somewhat excited." Like their students, parents/guardians said the District's greatest strength was that their students felt very safe in our schools. This result was also in the top 90% for schools across the country using the same survey questions. After two years of the Pandemic, 74% of parents noted they "almost never" meet with school staff in person. With the Pandemic ebbing, making parents feel welcomed back on campus will be an area of growth for the 2022-23 school year. Certificated and classified staff ranked the relationship between staff and students as "extremely respectful" and 57% as "quite respectful", making this the District's greatest strength for both stakeholder groups. Conversely, both classified and certificated staff ranked more regular feedback on their work as the greatest area for District growth.

A common theme across groups who reviewed the draft of the LCAP goals and action items was a call to take some of the educational practices learned during the Pandemic that worked well and look at how we might apply them now that we are fully returned to school. More time for student enrichment, wellness and academic choice, as well as more time for teacher collaboration, were common themes. The importance of continuing to provide personal devices and internet connectivity for students requesting them was another common theme. 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. In addition to the wellness of students, staff called out the need to support their growth and nourish their wellness in order to continue to attract and retain high-caliber employees.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The influence of stakeholder input can be seen throughout the LCAP.   Portions of several staff development actions under Goal 1 and Goal 5 support the input of teachers who listed the need for collaboration time.  We are also looking at other structures we might optimize to provide more collaboration time for staff while enhancing our student's school experience.  Goal 1 also addressed the desire on the part of stakeholders for students to be exposed to more post-secondary career and college opportunities.  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 3 is in response to the input from students and staff about the need for more wellness support for students and staff members.  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.  Goal 4 seeks to grow our Small School options, including a deepened focus on post-secondary career and college opportunities.  All groups saw the provision of personal devices and internet access as key to helping to close the achievement gap and this is an action in Goal 5. The addition of Goal 6 is in response to our desire to close our achievement gaps by working with stakeholders to give students a K-14 experience, that includes earlier and further exposure to college and career opportunities.

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 1 | Original Goal: The District will strengthen quality instruction by improving engagement, rigor, and preparation for college, career, adult, and civic responsibilities for all students.<br><br>The SUHSD Governance Team modified this goal slightly on July 31, 2021 from the original goal to include innovative instruction and improving attendance to focus on the immediate demands of in person instruction post-pandemic.<br><br>New Goal: The District will strengthen innovative, quality instruction by improving attendance, 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 | Year one CAASPP was not viable for 11th graders. | | | ELA:  75% meet or exceed Math:  62% meet or exceed |
| 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 | Year one CAASPP was not viable for 11th graders. | | | 20% increase over three years |
| A-G completion rates by demographic group  Original baseline changed to Class of | Adding the 2019 baseline to indicate a non-COVID year | Class of 2021 A-G Completion of Graduates in 4-year Cohort: Overall (1249/2009): 62% | | | Narrow gap between groups by 25% over three years |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2019 as Class of 2020 had P/NP and is, therefore, not a like measure. | Class of 2019 A-G Completion of Graduates in 4-year Cohort:<br>Overall (1146/1927): 59%<br><br>Asian (144/177): 81%<br>White (622/815): 76%<br>Two or More (25/31): 81%<br><br>Combined (Asian/White/Two or More) (791/1023): 77.3%<br><br>African American (21/54):  39%<br>Latino/a (296/756): 39%<br>Pacific Islander (8/43): 19%<br><br>Combined (AA, L, PI) (325/853): 38.1%<br><br>GAP of COMPLETION: 39.2%<br><br>Class of 2020 A-G Completion of Graduates in 4-year Cohort: | Asian (172/193): 89%<br>White (612/804): 76%<br>Two or More (93/120): 78%<br><br>Combined (Asian/White/Two or More) (877/1117): 78.5%<br><br>African American (12/43): 28%<br>Latino/a (313/758): 41%<br>Pacific Islander (7/42): 16%<br><br>Combined (AA, L, PI) (332/843): 39.3%<br><br>GAP of COMPLETION: 39.2%<br><br>Same Gap as 2019. | | | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Overall (1260/1897): 67%<br><br>Asian (155/178): 87%<br>White (662/810): 82%<br>Two or More (61/81): 75%<br><br>Combined (Asian/White/Two or More) (878/1069): 82%<br><br>African American (21/43): 49%<br>Latino/a (322/704): 46%<br>Pacific Islander (13/42): 31%<br><br>Combined (AA, L, PI) (366/789): 47%<br><br>GAP of COMPLETION: 35% | | | | |
| Panorama survey results for student engagement | 56% of students currently indicate they find classes engaging. | Baseline data will be December 2021 as the survey was not administered in 2020-21 during distance learning.  Baseline can be 2021-22. | | | Raise student engagement in classes to 65% over three years |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Local assessments (Interim Comprehensive Assessment, math benchmark assessments) | 20-21 ICA Scores: ELA:  9/10 - 59.7% correct; ELA 11/12 - 55.3%, Math:  9/10 - 40% correct; Math 11/12 - 45% correct;<br><br>UPDATED BASELINE FOR 2020-21 to reflect the grade specific outcomes in order to compare year over year growth. ELA: 9 -  (n=1852) 59.3% Average % Correct, 44.5% Met/Exceeded Standards ELA 10 - (n=1867), 60% Average % Correct, 47.2% Met/Exceeded Standards ELA 11 - (n=1978), 55.9% Average % Correct, 41.6% Met/Exceeded Standards ELA 12 - (n=1876), 54.6% Average % Correct, 39.8% Met/Exceeded Standards | 21-22 ELA ICA Scores (Done during School day, each grade had it's own test) ELA: 9 - (n=1749) - 59.7 Average % Correct, 47.2% Met/Exceeded Standards ELA 10 (n= 1891) - 62.2% Average % Correct, 54.6% Met/Exceeded Standards ELA 11 - (n=1853) - 56.1% Average % Correct, 39.2% Met/Exceeded Standards ELA 12 - (n=1927) - 56.6% Average % Correct, 47% Met/Exceeded Standards<br><br>Class of 2024 showed growth from 44.5% to 54.6% in meet/exceeding standards. Class of 2022 showed growth from 41.6% to 47% in |  |  | 20% increase over three years |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | We are not including 2019-20 data for the ELA ICA, as this was the very first year of the test, and was designed to measure everyone on 11/12th grade standards.  It was a pilot year and not meant to provide baseline data.<br><br>Including 2019-20 in Math as well, due to the pandemic and wanting to see trends over time:<br>Math 9 - (n=2026), 72% No Support, 28% Need Support<br>Math 10 - (n=2089), 75% No Support, 25% Need Support<br>Math 11- (n=1898), 80% No Support, 20% Need Support<br>Math 12- (n=1518), 82% No Support, 18% Need Support | meeting/exceeding standards.<br>Class of 2023 showed decline from 47.2% to 39.2% in meeting/exceeding standards.<br>We will study the correlation between ELA ICA Grade 11 and with this years performance on the SBAC ELA.<br><br>21-22 Math ICA Scores<br>Math 9 - (n=1778), 64% No Support, 36% Need Support<br>Math 10 - (n=1906), 69% No Support, 31% Need Support<br>Math 11- (n=1823), 71% No Support, 29% Need Support<br>Math 12- (n=1743), 71% No Support, 29% Need Support | | | |
| Teacher participation in Constructing Meaning Institutes. | 50% of current classroom teachers have completed a | 55% of current classroom teachers have completed a | | | 75% of staff |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | five-day Constructing Meaning Institute as of 2020-21 school year. | five-day Constructing Meaning Institute as of 2021-22 school year. | | | |
| Student completion of CTE Pathways. | 4.9% of students in 2019-20 participated in a CTE pathway, taking a CTE class taught by a CTE credentialed teacher. | 10.5% of students in 2021-22 participated in a CTE pathway, taking a CTE class taught by a CTE credentialed teacher. | | | 11% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1.1 | Standards-aligned curriculum | 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.<br><br>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, Geometry, and Algebra 2 teachers aligned to Math Initiative instructional approaches; and support the implementation of 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.  One site will also launch a data science course, which will provide greater opportunities for rigorous and relevant course pathways for more students. | $692,740.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | In English Language Arts, we will continue to conduct an intensive reading program self study to gauge and improve upon the efficacy of our reading intervention system. In the area of English course curriculum, English course teams will also receive support to analyze data from end-of-unit assessments for CCSS-aligned instructional units. | | |
| | | 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. | | |
| | | 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. Having launched a new 9th grade Ethnic Studies course in the 21-22 school year, we will continue to provide professional development opportunities for Ethnic Studies teachers. We will also develop curriculum for the Ethnic Studies LEP course. 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. | | |
| | | For English Language Development, we will continue to support effective implementation of the textbook adoption at the ELD 1 and 2 levels, aligning to a scope and sequence developed from the CA ELA/ELD Framework and developing pre- and post- assessment. Having developed curricular units at the ELD 3 level, we will continue to provide strong support for Designated English Language Development, as well instruction in mainstream ELA standards. We will continue to implement an updated EL Master Plan which includes a focus on curriculum, assessment, professional development, course pathways, and student services for English Learner students. Finally, we will pursue the development of Spanish-language literacy courses | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | in order to build literacy for English learners reading below grade level in their home language.<br><br>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.<br><br>We will continue to administer and analyze interim comprehensive assessment results in literacy and math.  Provide professional development to teachers in need areas identified in assessment outcomes.<br><br>We will also continue Subject Area Councils in core subject areas as well as CTE, VPA, World Languages, PE and SPED. | | |
| 1.2 | PD and support for rigor and quality interactions in classroom instruction | 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.<br><br>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.<br><br>We will expand site instructional leadership capacity in order to support the classroom implementation of the targeted instructional | $1,514,620.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | shifts, including conducting Instructional Rounds.  To accomplish this, large traditional sites will hire an additional administrative staff member. | | |
| 1.3 | Integrated ELD | SUHSD is in progress with providing training to all teachers in the area of integrated ELD strategies.<br>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.<br>Additionally, we will support for classroom<br>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.<br>Additionally, we will expand leadership capacity by increasing number of secondary CM certified lead teachers and apprentices.<br>We will also focus on curriculum and instruction in content-area classes designed for English learner newcomers (LEP courses).  This will include developing curriculum criteria for LEP classes and applying the criteria to develop LEP-specific curriculum.  This will be paired with professional development support for course teams of LEP teachers.  We will carry out this process first with the Ethnic Studies LEP teachers.  We will then, soliciting input from site leaders and department chairs, prioritize subsequent LEP course teams for curriculum development and support. | $301,499.00 | 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.

The SUHSD Governance Team modified this goal slightly on July 31, 2021 from the original goal to include innovative instruction and improving attendance to focus on the immediate demands of in person instruction post-pandemic. Planned actions in Goal 1 were carried out with the exception of two: additional site administrators were not hired in the 2021-22 school year, and we did not launch the Digital Educator Cohorts. Finally, changes were made to the baseline metrics in order to reference a non-pandemic year in our data. Additionally, the action item (1.3) to continue to fund instructional coach for integrated ELD did not occur as the staff member resigned in July. The position was been filled for the 22-23 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actual expenditures for actions that included sub release time and extra hours pay were less than the budgeted expenditures. This included several professional learning plans including the Constructing Meaning Institute and Implementation Cohorts and training for NGSS instruction, curriculum, and assessment alignment. The difference between budgeted and actual expenditures is an outcome of challenges securing substitute teachers needed to release teachers for professional development and collaboration. Additionally, participation in after school professional development and collaboration opportunities was less robust this year than in others.

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

In the area of social science, we launched the 9th grade ethnic studies course after a spring curriculum development process involving nine teachers, an instructional coach, and a facilitator. Over the course of the year, we provided four full-day and five two-hour professional development and collaboration opportunities for Ethnic Studies teachers working with three external consultants with expertise in social science, pedagogy, and curriculum. Staff who do not teach the course were also invited to learn about the discipline and the course's curriculum in a professional development session. Additionally in the 2021-22 school year, we developed and attained Board approval for a new 10th grade World Studies course that is based on the California History Social Science Framework and the ELA Common Core State Standards for History/Social Science, and vertically aligned to the 9th and 11th grade course.

In the area of English Language Arts, we made an intensive investment in reviewing our reading intervention program in the 2021-22 school year. We convened a 10-member committee of experienced reading teachers from across the district who worked together to identify the goals of the self study and to select a facilitator for the program review. The group met 15 times over the course of the year, including 11 after-school meetings and 4 full-day release days. The team defined components of each of the programs and identified metrics to use to

evaluate them.  A teacher and student survey was designed and administered to current students and past and present teachers in the reading intervention program.  Focus groups were also held to interview students and teachers.  Graduation, A-G completion, grade, SRI, and DORA data was compiled and analyzed.  The reading program self study will continue in the 22-23 school year when the team will finalize the assessment and develop recommendations.

In benchmark ELA, site course teams were supported to develop a Common Core State Standards-aligned scope and sequence and to analyze end-of-unit assessments.

Thirty-one math teachers participated in professional development and coaching cohorts.  The data science course will be expanded from being offered in two sections at one school to seven sections at five schools next year.  Two public lessons were offered and were attended by teachers participating in the cohort, math teacher leaders, and site leaders.

In science, the implementation of NGSS-aligned curriculum and assessment was supported through SNAP (Stanford NGSS Assessment Project) cohorts.  Three cohorts were held this year with a total of 17 participants.  Additionally, thirteen teachers attended a PD session to introduce SNAP and NGSS assessments. Additionally, a Constructing Meaning (Integrated ELD) Strand was held specifically for science teachers.  Sixteen teachers attended two sessions, thirteen completed all five sessions.  Two professional development sessions geared towards supporting Standards-Based Grading in the science classrooms were held with 27 total participants.

After a thorough and inclusive process, ELD 1-2 curriculum was adopted at the end of the 2020-21 school year.  In 2021-22, training was provided to ELD teachers to implement the newly-adopted instructional materials and to align course scopes and sequences.  This included textbook training from publishers (3 session with 8 attendees), and release days with facilitated collaboration (7 days with 21 attendees).  Teachers in ELD III chose not to adopt a textbook.  Instead, a complete, four-unit curriculum aligned to ELA CCSS and the CA ELD Framework was developed by PD and Curriculum staff with the support of an external consultant.  The curriculum resources for ELD III and the other levels of ELD were published to teachers on a Canvas page along with standards maps and crosswalks.

Additional training was offered to support teachers of English Leaners including:  Community Resiliency Model, Trauma-Informed practices for ELD/LEP teachers (15 participants); Music and Poetry in the ELD/LEP classroom (15 participants); Strategies for Success for English Learners (13 participants); and If They Talk More, They Learn More: Integrated ELD/LEP Strategies for Success (30 participants).

The EL Master Plan underwent a review and input process which included the EL Steering Committee, Bilingual Resource Teachers, Instructional Vice Principals, and the District English Learners Advisory Council before being adopted by the Board of Trustees in December, 2021.

We administered a CCSS-aligned Interim Comprehensive Assessment in literacy and math to all students.  We conducted an analysis of results and provided a data presentation and item analysis protocol to site leaders.  Additionally, professional learning offerings were developed based on assessment outcomes.

We continued to offer PD in Orientation Week, June Institute, afternoon PD and minimum day PD, all-staff PD days, and release day trainings. Specifically, during June PD Week there were 34 sessions with 508 confirmed attendances; Teacher Orientation Week: 51 sessions; 507 attendances; Afternoon PD: 57 sessions; 568 attendances; 24 Release Days: 247 attendances.

Several opportunities for PD related to trauma-informed practices, growth mindset, cultural competency and other factors that influence engagement were offered in the 2021-22 school year. A three-part series focused onTrauma-Informed Practices with an Equity Lens was offered and facilitated by an external presenter (Participants: session 1- 36; session 2 - 31; session 3 - 26). An intensive fellowship for Racial Affinity Group Facilitators was offered and led by an external consultant. Twenty-two participants took part in a12-workshop series and spring PLC. Additionally, the following were offered during PD events: Back to Basics: Inclusive Language and Practice around Race and Ethnicity (49 participants); Restorative and BIPOC-Centered Healing Practices in Schools (52 participants); Resilience: The Why, The Way, The How (90 participants); Fundamentals of Culturally-Responsive and Connected Classrooms (39 participants); Foundations of Gender Inclusive Schools (29 participants); Community Resiliency Model, Trauma-Informed Practices for All Providers (34 participants); Social Emotional Learning Foundations (29 participants); Supporting Students with Childhood Traumatic Stress (71 participants); Trauma-Informed Arts Classroom (27 participants); and Lead with Your Humanity (27 participants). The PD and Curriculum department also sponsored summer book clubs on topics related to diversity, equity and inclusion which garnered 65 sign ups.

The Equitable Grading Practices cohorts were expanded this year. Two cohorts were offered with a total of 23 participants. Additionally, 30 teachers attended a session entitled: It's Not Just Standards-Based Grading: Other Strategies for Equity. A session entitled Canvas: Learning Mastery Gradebook for Standards-Based Grading was offered and attended by 30 teachers.

In the area of Integrated ELD, we conducted two five-day CM Institutes, in spite of lacking staffing to lead them. The first, which focused on integrated ELD in the science classrooms, which was attended by 16 participants. The second institute was available to teachers in all content areas and included 18 participants. We also continued to offer support for teachers to implement integrated ELD strategies in the classroom including: implementation support cohorts, individual coaching cycles, and professional development focused on specific integrated ELD strategies. Additionally, we piloted the use of a teacher tool to measure student talk in classrooms called TeachFX.

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.

Goal one consists primarily of ongoing initiatives in curriculum and instruction. As such, all actions are in progress. We will apply additional focus next year in the area of integrated ELD on professional development and coaching support for evidence-based practices for LEP curriculum and instruction. Next year, the use of TeachFX will be expanded.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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.<br><br>Note: The SUHSD Governance Team slightly modified this original goal on July 31, 2021 from the original "equity" goal to be more inclusive around creating actionable and strategic plans.<br><br>The new goal: The District recognizes that equity requires strategic and sustainable action to meet the needs of every student and employee. We commit to design and implement structures, systems, and policies that achieve equity in our instructional, institutional, and employment practices. |

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.

This goal also aligns with state priority 7: Course Access.

# 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 | Adding the 2019 baseline to indicate a non-COVID year<br><br>60% of Students who are English Learners from the Cohort Class of 2019 (254 out of 425) graduated from SUHSD in 4 years.<br><br>63% of Students who are English Learners from the cohort Class of 2020 (252 out of | 61% of Students who are English Learners from the Class of 2021 (215 out of 353) graduated from SUHSD in 4 years.<br><br>The percentage of EL students graduating went up by 1% from 2019 and down by 2% from 2020.. | | | 73% of Students who are English Learners in the cohort class of 2023 will graduate from SUHSD in 4 years |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 400) graduated from SUHSD in 4 years | | | | |
| A-G Course Completion Rate of Graduates who are English Learners | Adding the 2019 baseline to indicate a non-COVID year<br><br>22% of the Graduates who were English Learners in the cohort Class of 2019 (56 out of 254) met A-G Requirements.<br><br>22% of the Graduates who are English Learners in the cohort Class of 2020 (55 out of 252) met A-G requirements | 23% of the Graduates who are English Learners in the cohort Class of 2021 (49 out of 215) met A-G requirements.<br><br>The percentage of EL students meeting A-G increased by 1% compared to 2019 and 2020. | | | 32% of the Graduates who are English Learns in the cohort Class of 2023 will meet A-G requirements |
| Graduation Rate of Students with Disabilities | Adding the 2019 baseline to indicate a non-COVID year<br><br>72% of the Students with Disabilities in the cohort Class of 2019 (208 out of 291) graduated from SUHSD in 4 years.<br><br>65% of Students with Disabilities from the | 68% of Students with Disabilities from the cohort Class of 2021 (204 out of 302) graduated from SUHSD in 4 years.<br><br>Students with disabilities went up by 3% for 2021, meeting the targeted graduation outcome | | | 75% of Students with Disabilities in the cohort Class of 2023 will graduate from SUHSD in 4 years. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | cohort Class of 2020 (185 out of 283) graduated from SUHSD in 4 years. | for 2021, which was 68%. | | | |
| A-G Course Completion Rate of Graduates who are Students with Disabilities | Adding the 2019 baseline to indicate a non-COVID year<br><br>20% of the Graduates who are Students with Disabilties in the cohort Class of 2019 (42 out of 208) met A-G requirements.<br><br>22% of the Graduates who are Students with Disabilities in the cohort Class of 2020 (40 out of 185) met A-G requirements | 21% of the Graduates who are Students with Disabilities in the cohort Class of 2021 (42 out of 204) met A-G requirements.<br><br>The percentage of Students with Disabilities meeting A-G went up by 1% from 2019, and down by 1% from 2020. | | | 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 | Adding the 2019 baseline to indicate a non-COVID year<br><br>61% of Students experiencing Homelessness from the cohort Class of 2019 (30 out of 49) graduated from SUHSD in 4 years. | 71.4% of Students experiencing Homlessness from the Cohort Class of 2021 (15 out of 21) graduated from SUHSD in 4 years.<br><br>The percentage of students experiencing homelessness | | | 71% of Students who are experiencing Homelessness from the cohort Class of 2023 will graduate from SUHSD in 4 years. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 61% of Students experiencing Homelessness from the cohort Class of 2020 (20 out of 33) graduated from SUHSD in 4 years. | graduating increased by 10%, surpassing the 3-year and annual target. | | | |
| A-G Course Completion Rate of Graduates who are Students experiencing Homelessness | Adding the 2019 baseline to indicate a non-COVID year<br><br>33% of the Graduates who are Students experiencing Homelessness in the cohort Class of 2019 (10 out of 30) met A-G requirements.<br><br>20% of the Graduates who are Students experiencing Homelessness in the cohort Class of 2020 (4 out of 20) met A-G requirements | 20% of the Graduates who are Students experiencing Homelessness in the Cohort Class of 2021 (3 out of 15) met A-G requirements.<br><br>The percentage of graduates experiencing homelessness who met A-G was similar to 2020 and down by 10% from 2019. | | | 30% of the Graduates who are Students experiencing Homlessness in the cohort Class of 2023 will meet A-G requirements |
| Graduation Rate of Students who are Foster Youth | Adding the 2019 baseline to indicate a non-COVID year | 54.5% of Students who are Foster Youth in the Cohort Class of 2021 (6 out of 11) | | | 49% of Students who are Foster Youth in the cohort Class of 2023 will graduate |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 53% of Students who are Foster Youth in the cohort Class of 2019 (10 out of 19) graduated from SUHSD in 4 years.<br><br>39% of Students who are Foster Youth in the cohort Class of 2020 (5 out of 13) graduated from SUHSD in 4 years. | graduated from SUHSD in 4 years.<br><br>The percentage of Foster Youth graduating surpassed the annual target as well as the three year targeted outcome. | | | from SUHSD in 4 years. |
| A-G Course Completion Rate of Graduates who are Foster Youth | Adding the 2019 baseline to indicate a non-COVID year<br><br>10% of the Graduates who are Foster Youth in the cohort Class of 2019 (1 out of 10) met A-G requirements<br><br>20% of the Graduates who are Foster Youth in the cohort Class of 2020 (1 out of 5) met A-G requirements | 17% of the Graduates who are Foster Youth in the Cohort Class of 2021 (1 out 6) met A-G requirements.<br><br>The percentage of Foster Youth graduates meeting A-G is slightly down from 2020, but huge increase from 2019, up by 7%. | | | 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 | Adding the 2019 baseline to indicate a non-COVID year | 75% of Students who are Socio Economically Disadvantaged from | | | 81% of Students who are Socio-Economically Disadvantaged in the |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 75% of Students who are Socio Economically Disadvantaged from the cohort Class of 2019 (828 out of 1107) graduated from SUHSD in 4 years.<br><br>76% of Students who are Socio-Economically Disadvantaged from the cohort Class of 2020 (742 out of 980) graduated from SUHSD in 4 years. | the Cohort Class of 2021 (756 out of 1003) graduated from SUHSD in 4 years.<br><br>The percentage of students who are SED graduating is the same % as a normal non-COVID year (2019), and down by 1% from 2020. | | | cohort Class of 2023 will graduate from SUHSD in 4 years. |
| A-G Course Completion Rate of Graduates who are Socio-Economically Disadvantaged | Adding the 2019 baseline to indicate a non-COVID year<br><br>36% of the Graduates who are Socio Economoically Disadvantaged in the cohort Class of 2019 (298 out of 828) met A-G Requirements.<br><br>42% of the Graduates who are Socio-Economically Disadvantaged in the cohort Class of 2020 | 38% of the Graduates who are Socio Economically Disadvantaged in the Cohort Class of 2021 (289 out of 756) Met A-G Requirements. Up 2% from 2019.<br><br>The percentage of graduates who are SED and met A-G is up by 2% from 2019 and down 4% from 2020. | | | 52% of Graduates who are Socio-Economically Disadvantaged in the cohort Class of 2023 will meet A-G requirements, |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | met A-G requirements (315 out of 742) | | | | |
| Identification of disproportionality for students with a disability in any ethnic subgroup. | Adding the 2019 baseline to indicate a non-COVID year<br><br>In 2019-20, SUHSD was identified for disproportionality, based on African American students with Other Health Impairment (OHI)<br><br>In 2020-21, SUHSD was identified for disproportionality, based on African American students with Other Health Impairment (OHI) as well as Hispanic students with a Specific Learning Disability (SLD) | SUHSD has been identified for disproportionality based on African American students with Other Health Impairment (OHI) as well as Hispanic students with a Specific Learning Disability (SLD) | | | SUHSD will not be identified for disproportionality. |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Identify and remove barriers for students to meet UC A-G | 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 | $1,937,721.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Requirements, necessary for meeting college and career pathways. | 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).<br><br>Math placement policies removed the barrier of a placement test to track students into lower level math classes and instead the Board 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.<br><br>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<br><br>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 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | and accurately reflective of the kind of equity data that is important to us and helps move us towards meeting these goals. | | |
| **2.2** | Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. | 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.<br><br>SUHSD is examining current and future job roles and responsibilities that focus on equity and supporting the needs of EL and BIPOC students.  SUHSD will increase personnel whose job responsibilities is explicitly focused on coherent ways in which the work of all personnel is equity-driven, with attention to instructional initiatives and learning outcomes for students. (e.g. Satellite role on each campus, IVP or AVP, School Site Equity Coordinator)<br><br>(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 Our Own, BIPOC Affinity Group).  This will serve all students and in particular, all three of our unduplicated student groups largely comprise of BIPOC students.<br><br>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.)<br><br>SUHSD adopted Ethnic Studies as a graduation requirement and plans to implement this curriculum as early as 2021-22 for the Class of 2025. | $275,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 2.3 | Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. | SUHSD will continue to refine protocols within the Newcomer Welcome Center (e.g. interviews, testing, onboarding, etc.) and consider expanding to students who are in the foster care system and/or without a home.<br><br>SUHSD will review, track and implement appropriate modified graduation requirements for FY/EL students that meet eligibility based on current Assembly Bills (AB2121/AB167).<br><br>The sites will work in collaboration with SUSHD to provide additional case management to support all foster youth.<br><br>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.<br><br>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).<br><br>SUHSD will identify students who are in need of intervention services, using the MTSS framework and systematize strategies to support our Long Term ELs. | $91,316.00 | Yes |
| 2.4 | Implement the improvement strategies to address pupil outcomes for | SUHSD will collaborate with feeder middle schools on the matriculation process for high school (e.g., availability of middle school therapeutic placements). | $123,054.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Students with Disabilities | SUHSD will improve data tracking with SMCOE to verify SEIS data transfer to SUHSD.<br><br>SUHSD will examine the Annual Address Verification Process.<br><br>SUHSD will look into a District run therapeutic Extended School Year (ESY) in place of Middle School Non-Public School ESY placement.<br><br>SUHSD will offer Behavior support training for current SCIA staff in order to prevent NPS placement due to conduct disorder.<br><br>SUHSD will increase district program options for students currently placed in NPS such as Satellite and Satellite Plus.<br><br>SUHSD will collaborate with general education on increased child find efforts for general education students placed in unilateral residential placements.<br><br>SUSHD will participate in CCEIS (Comprehensive Coordinated Early Intervening Services) with a fully state and board approved plan to address inequity.<br><br>SUHSD will reduce the disproportionality of African American students being identified for Other Health Impairment.<br><br>SUHSD will increase opportunities for advocacy for English Learners at IEP meetings and define reclassification criteria/protocol to support students.<br><br>SUHSD will consider expanding training for Paraprofessionals and Paras assigned as 1:1 aides on specific health needs of students, academic supports, etc<br><br>SUHSD will  identify students who are in need of intervention services, using the MTSS framework | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | SUHSD will train teachers and case managers to effectively make accommodations/modifications and designate them on appropriate testing and learning environments. | | |

# 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.

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.

Action 1: Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.

SUHSD adjusted ninth grade course offerings in math this year, such that there are no remedial math courses available to students and all classes count towards A-G credit. Research presented this year by Stanford on this math initiative suggested that we are starting to see the effects of this change in terms of more students continuing to take more math as upperclassmen, more students completing math requirements for A-G credit and students more engaged in school who would have otherwise been absent (lower chronic absenteeism). In addtion, we plan to review the Class of 2023 math performance on the CAASPP when it is released this summer. While this is an LEA-wide initiative, we are starting to see the impact on how this policy change helps more students, 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. The Board voted to approve 8th grade math course enrollment as the prerequisite for the next course. In addition, for the second year in a row we administered the Mathematics Initiative Readiness Assessment (MIRA) to our rising 9th graders and are starting to analyze how this instrument can predict student's need for support as they enter their freshmen year. In addition, we are investigating the correlation of the MIRA with our pre-post benchmark assessments in Algebra, Geometry and Algebra II as well as our Interim Comprehensive Assessments (ICA).

In additions, we have continued to refine the course offerings for 9th grade science, with all schools offering either Biology or Physics during freshman year. We are examining how this will increase students' opportunities for participation in A-G for science credits and identify which programs can best support them a (e.g., AVID, Middle College, My Brother's Keeper, UC A-G enhancement programs).

As such, we have also continued to offer options for students who are credit deficient in meeting requirements for high school graduation, such as an online learning platform with Edgenuity, as well as traditional summer school courses.

Action 2: Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.

Lastly, while we had planed to pursue more data transparency around equity gaps and annual reporting to the Board for actions/recommendations, we have not yet adopted a new data platform to help administrators and teachers across the sites use data more effectively in their daily work. We still have an intention to create 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. We are continuing to explore and pilot platforms. In the meantime, we have engaged in an MOU with DataZone to share data with San Mateo County Office of Education and we instituted a student-level data reporting document to be shared home with families twice a year in a College and Career Readiness Report (CCRG) that is being sent out in a beta version this June to our sophomore class.

SUHSD continued the Equity & Diversity Council at the district level and every school site now has its own council focused on students' needs.  As we transitioned into a new Assistant Superintendent of Human Resources this year, we are still in the process of examining current and future job roles and responsibilities that focus on equity and supporting the needs of EL and BIPOC students.  We hired a New Assistant Superintendent of Student Services and looking at ways to increase personnel on each campus whose job responsibilities is explicitly focused on coherent ways in which the work of all personnel is equity-driven, with attention to instructional initiatives and learning outcomes for students. (e.g. Satellite role on each campus, IVP or AVP, School Site Equity Coordinator).  A new position of Director of Human Resources has been posted to potentially help with this as well. The new position of a Diversity & Equity Director is still in process as we transition with our new team in HR.  In addition, we have some new Bilingual Resource Teachers slated for 2022-23 school year, in support of EL student progress.

SUHSD has launched the Developing Our Own professional growth program as well as BIPOC Affinity Groups at some sites.  SUHSD is still working on ways to conduct more personal outreach and engagement strategies for underrepresented communities.  This year we launched a Newcomer Parent series of workshops and plan to expand it next year to include our families with Long Term English Learners as well. SUHSD adopted Ethnic Studies as a graduation requirement and has implemented this to the Class of 2025.  In this process of doing so, we have also begun to analyze the impact of this implementation.

Action 3: Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities.

SUHSD firmly established the Newcomer Welcome Center, with the hiring of a District Newcomer Parent Liasion and established protocols for interviews, testing, onboarding, etc..  They have not yet expanded this welcome center to students who are in the foster care system and/or without a home. SUHSD has implemented appropriate modified graduation requirements for FY/EL students that meet eligibility based on current Assembly Bills (AB2121/AB167).   In addition, the sites have started to provide additional case management to support all foster youth.

SUHSD is still 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.  This is still in the very beginning stages.

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). Newcomer circles happened at the sites in terms of mental health and parent information nights, but we didn't offer literacy-specific related support, and plan to incorporate that in the future.

SUHSD is in the process identifying students who are in need of intervention services, using the MTSS framework and systemizing strategies to support our Long Term ELs.  This year we created a Canvas Course to inform our LTEL students and families about the reclassification process and included a video from the Superintendent about this.  Next year we plan to do more Parent Outreach nights for Long Terms ELs.

Action 4: Implement the improvement strategies to address pupil outcomes for Students with Disabilities

SUHSD has collaborated with feeder middle schools on the matriculation process for high school, including the availability of middle school therapeutic placements.  We are in the process of improving data tracking with SMCOE to verify SEIS data transfer to SUHSD.  SUHSD has examined the Annual Address Verification Process and began a District run therapeutic Extended School Year (ESY) in place of Middle School Non-Public School ESY placement. In addition, SUHSD has offered Behavior support training for current SCIA staff in order to prevent NPS placement due to conduct disorder and has increased district program options for students currently placed in NPS such as Satellite and Satellite Plus. SUHSD collaborated with general education on increased child find efforts for general education students placed in unilateral residential placements. SUSHD participated in CCEIS (Comprehensive Coordinated Early Intervening Services) with a fully state and board approved plan to address inequity. However, SUHSD continues to be disproportionate with Hispanic students identified as SLD as well as African American students being identified for Other Health Impairment.

New goals for 2022-23 include:
SUHSD will increase opportunities for advocacy for English Learners at IEP meetings and define reclassification criteria/protocol to support students.
SUHSD will train teachers and case managers to effectively make accommodations/modifications and designate them on appropriate testing and learning environments.
SUHSD will  identify students who are in need of intervention services, using the MTSS framework.
SUHSD will consider expanding training for Paraprofessionals and Paras assigned as 1:1 aides on specific health needs of students, academic supports, etc

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material difference between budgeted and actual expenditures.

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

Action 1: Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.

- The Board voted to approve a placement policy based on 8th grade course enrollment, rather than a specific score on a placement test, and no math courses lower than Algebra I, thereby removing the barrier of students not meeting A-G due to remedial math filling course slots on a students' master schedule..

- All freshman are now enrolled in Bio or Physics, which are both grade level A-G science, thereby increasing the chances that students will meet A-G in science.

- Summer school offerings with Edgenuity and traditional A-G courses available for students who aren't meeting graduation requirements.

- In the process of evaluating the outcomes of our students enrolled in our Reading Literacy Program for students who are below grade level in Reading (courses currently don't offer A-G credit)

- In the beginning stages of exploring ELD courses and how credit is applied towards graduation and A-G.

Action 2: Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.

- We have reported to the Board on equity gaps in A-G, as well as graduation and continue to evaluate our systems with this lens in mind.

- The USC Center for Race and Equity is conducting a data audit around equity gaps and reporting to the principals to help them set goals for an Equity Action Project.

- We presented information to the Board, based on research from Tom Dee, that our students participated in the Math Initiative were more likely to be placed at or above grade level math and be on track from graduation and A-G completion. In addition, there are more students enrolled in math as juniors, and there was a greater attendance rate for students who were enrolled in the initiative, suggesting that their level of engagement was higher as a result of their participation.

- The Board approved the Ethnic Studies course requirement for the Class of 2025, with 7.5 credits of social studies required during freshmen year. The curriculum was designed last spring with our faculty and a facilitator, along with year-long training and evaluation models.

- We have continued Equity & Diversity Council at district level & school site to focus on students/staff needs with a recommended structure for collaboration - The EDC has expanded at school sites and they want to focus on students/staff needs with a recommended structure for collaboration.

- Increase personnel whose job responsibilities focuses 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) - A new role that was created this year is the District Newcomer Center Liaison. This person is responsible for supporting the needs of our newly arriving EL students.

- While a new Director has not yet been hired, an intensive PD training has been rolled out for all administrators in the district through the USC Center for Race and Equity, which includes a 3-part Executive Leadership series this Spring as well as three debriefs and a 6-part All Staff PD planned through the Spring 2025.

- As part of the FPM process, we documented the roles and responsibilities of the Bilingual Resource Teacher and Bilingual Parent Liaison in support of the EL student progress.

- This year we have increased our translation and interpretation services through multiple contracts with outside vendors. We are still working to personalize outreach and engagement strategies for our underrepresented communities (e.g. community partnerships, systematize processes, School Messenger for student cell, magnets with info, etc.). We are always working on improving this process - but we have done some Parent Circles and workshops, specifically for our Newcomer EL families.

- We have launched the Developing Our Own, and hired an equity consultant/facilitator for our New Teacher Induction Program. We annually report statistics on demographics related to participation in induction and completion of the program.

Action 3: Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities.

- The District Newcomer Welcome Center has been launched and has been effective at supporting the entry of nearly 200 new students to our schools, who have taken the Initial ELPAC.

- We have built the systems to support students on an alternate graduation track and will include them in our Spotlight College and Career Readiness Guide (CCRG) Reports, which helps provide specific information to each students about their individual progress towards Graduation and A-G completion.

- The sites in collaboration with the district will provide additional case management for unaccompanied minors as well as all students in the foster system and/or without a home with mental health/support services. We have set in place a liaison at each site for foster youth and students in transition that will provide continued support throughout out their enrollment in the school.

- Increase pathways to offer primary language courses for Newcomers to build Spanish Literacy across district sites. This is still in process and in the beginning stages. Thus far, it is only available at Sequoia High School and discussion are underway about implementing this at other sites.

Assessing and addressing the needs of late arriving ELD students with interrupted education (e.g., course placement, literacy support). We are using the protocols for AB2121 for newcomers to determine eligibility to offer support for course placement and literacy learning. Students who don't qualify for AB2121 are still being assessed, but we are continuing to work on protocols for them, with collaboration with the school sites and Adult School.

Action 4: Implement the improvement strategies to address pupil outcomes for Students with Disabilities

- Collaborate with feeder middle schools on the matriculation process for high school e.g. availability of middle school therapeutic placements. This has been completed with an collaborative meeting with feeder schools in February and then individual matriculation meetings in March and April.

- Improve data tracking with SMCOE to verify SEIS data transfer to SUHSD. This is still pending. There are issues with data rollover in the summer, particularly so with COVID interruption.

- Examine the Annual Address Verification Process. This has been done with students who are privately placed, to ensure that we are providing services to students within our district boundaries. There is a revised address verification process for privately placed families.

- Look into a District run therapeutic Extended School Year (ESY) in place of Middle School Non-Public School ESY placement. We have offered ESY in Summer 2021 and will continue to offer this in Summer 2022.

- Offer Behavior support training for current SCIA staff in order to prevent NPS placement due to conduct disorder. We have offered professional development in September and February to all special education staff, and we hired a Board Certified Behavioral Analyst (BCBA) for this purpose.

- Increase district program options for students currently placed in NPS such as Satellite and Satellite Plus. We have increased the program options to include: small group intensive, social pragmatics, and therapeutic milieu as of 2021-22 school year. In addition, we are offering self contained options at a separate school site. These options are appropriate for the current needs of our students, post COVID.

- Collaborate with general education on increased 'Child Find' efforts for general education students placed in unilateral residential placements. We have increased our collaboration between SPED and Student Services around MTSS and Child Find to offer intensive supports prior to SPED eligibility.

- Participate in CCEIS (Comprehensive Coordinated Early Intervening Services) with a fully state and board approved plan to address inequity. CDE approved our 2021 CCEIS plan on Disproportionality for students with African American ethnicity and Other Health Impairment eligibility. All progress reports have been updated and submitted to the CDE within the timeline.

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.

New Goal:
The SUHSD Governance Team slightly modified this original goal on July 31, 2021, from the original "equity" goal to be more inclusive around creating actionable and strategic plans.

New Actions:
Provide each student with a customized report, documenting their progress in meeting graduation and A-G requirements.
Offer summer school opportunities for students to meet A-G requirements
Identify students who are in need of intervention services, using the MTSS framework and systematize strategies to support our Long Term ELs.
Increase opportunities for advocacy for English Learners at IEP meetings and define reclassification criteria/protocol to support students.
Consider expanding training for paras and SCIAs on specific health needs of students, academic supports, etc
Train teachers to effectively make accommodations/modifications

Updated Metrics:
Updated the baseline to include 2018-2019 school year, a non-COVID year, for appropriate comparison to 2021-22.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 and Fall 2021), 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 | 14.6% (DataQuest, 2020-21) | | | 12% Chronic Absenteeism Rate for all students. |
| Graduation Rate | 86.7% (CA Dashboard, 2019) | 87.1% (SUHSD Dashboard, 2020) | | | 92% Graduation Rate for all students. |
| Suspension Rate | 3.8% (DataQuest, 2020) | 0.0% (DataQuest, 2020-21) | | | 2.5% Suspension Rate for all students. |
| Expulsion Rate | 0.0% (DataQuest, 2020) | 0.0% (DataQuest, 2020-21) | | | 0.0% Expulsion Rate for all students. |
| School Engagement and School Safety survey data | 62% (Grade 9) and 52% (Grade 11) ("School Connectedness" from | Data Not Released as of 6/2/22 | | | 70% (Grade 9) and 60% (Grade 11) ("School Connectedness" from |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | CHKS, 2021); 76% (Grade 9) and 66% (Grade 11) ("School perceived as very safe or safe" from CHKS, 2021) | | | | CHKS); 85% (Grade 9) and 75% (Grade 11) ("School perceived as very safe or safe" from CHKS) |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Multi-Tiered System of Supports (MTSS) coordination of practice and expectations | The district will:<br>• Facilitate continuous MTSS learning, training and PD (i.e. MTSS workshops/committees, MTMDSS Professional Development series, leadership team meetings, administrator retreats, district PD day focus areas);<br>• Align scope of intervention services and practice (i.e. Wellness Center model, Staff Wellness, Restorative Practices/Discipline Matrix alignment);<br>• Align consistent processes to access intervention supports (i.e. Mental Health Audit, Student Study Team mapping, Literacy Audit, Child Find training, Disproportionality plan);<br>• Continue 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; and<br>• Analyze and support appropriate staffing levels (i.e. Mental Health Audit, MTSS Strategic Plan and annual Assessments, etc.). | $1,345,000.00 | Yes |
| 3.2 | Multi-Tiered System of Supports (MTSS) efficacy of | This district will: | $614,684.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | interventions and delivery | <ul><li>Create and provide effective universal screening in SEL, Behavior, and Academic domains (i.e. Panorama Surveys, CHKS, SMCOE screenings, Articulation Assessments);</li><li>Implement and expand intervention menu with trusted, research-based strategies that match student needs (i.e. Intervention Mapping with sites, MTSS Data Platform housing Tier 1,2,3 for progress monitoring, Wellness Wednesdays); and</li><li>Develop and expand alternative pathways for learning (alternative programs/placements, scheduling that is flexible, etc.).</li></ul> | | |
| 3.3 | Multi-Tiered System of Supports (MTSS) Data System | The district will:<ul><li>Broaden data sources for social-emotional learning (SEL) and Behavioral intervention; communication of student data to stakeholders;</li><li>Align data applications to prevent duplicative data-tracking; and</li><li>Evaluate and monitor the efficacy of our intervention programs (i.e. MTSS Data Platform housing Tier 1,2,3 for progress monitoring, Special Education Disproportionality pre-referral data analysis).</li></ul> | $107,000.00 | Yes |
| 3.4 | Integrating services for unduplicated student groups | For unduplicated student groups (Foster Youth, English Learners, and Low Income), the district will:<ul><li>Provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.;</li><li>Increase collaborative communication system identifying health, wellness, and educational student/family needs and coordinating district and community supports and services; and</li></ul> | $70,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Provide Professional Development on Trauma-Informed Practices to LEP and ELD teachers to expand student engagement. | | |

# 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.

Implementation has been steady and as planned. In some areas there have been revisions to implementation based on feedback such as the SEL Task Force mission and vision for Social Emotional Learning development in the district. The district will be shifting to the Wellness Center Model implementation in partnership with Schools Well. The Student Success Data Platform has been reformed to include a Behavioral Module that will impact PBIS and RJ implementation. Implementation pace has been slowed in the area of coordination of practices as hiring recruitment was slowed due to demand. Additionally, the district has been deemed disproportionate and will be developing a second plan to address new areas of disproportionality and broadening the impact areas of CCEIS implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There has been a reduction in cost on the Student Success Contract due to long standing partnership and a new partnership for Wellness Centers was created.

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

Teams have effectively broadened the foundational knowledge of system analysis and planning for shifts in tiered support structures, interventions, policies and practices as it relates to MTSS.

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.

Based on feedback and self-assessment, an MTSS Policy Bulletin and Toolkit have been developed, and revisions are occurring with input from key stakeholder groups for final production. This will guide the district in systemic implementation when building a robust measurable, objective, and systemic cycle of data driven systems of support structures for our district.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 4 | The District will support and promote successful student outcomes at the District's small schools, Sequoia Adult School, and alternative programs. |

| An explanation of why the LEA has developed this goal. |
|---|
| The wording of Goal Four has been slightly updated. In 2021-22 it read "The District will support and promote successful student outcomes at the District's small schools and alternative programs." It now calls out the inclusion of Adult School amongst small schools and alternative programs, leaving no doubt of our intention to include them in supporting and promoting successful student outcomes at our small schools and in our alternative programs. 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 agreements, 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, 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 mid-cycle visit. 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 small 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 a smaller setting than 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. It also aligns with State 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 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| TIDE Enrollment | Grades 9 and 10 in 2021-22. | TIDE enrollment for 2022 is up 70+ students and next year the school will have its first senior | | | Grade 9 - 12 enrollment complete |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | class, making it a full 9-12 program. | | | |
| WASC Action Plans Successfully Completed | 0%. Current WASC action plans for EPAA, TIDE, and Redwood High School: work begins in 2021-22. | EPAA, TIDE and Redwood WASC Action Plans are all on track for completion in 2024 with EPAA and Redwood receiving very positive mid-cycle visits this year and TIDE on track to meet all goals and recommendations by their next accreditation visit. | | | Successful WASC accreditation visits for all three small high school |
| Student and parent satisfaction with alternative program participation.

This metric is sunsetting as it was meant to fall under the scope of the general WASC survey that does not measure overall satisfaction. | 0%. Initial survey in 2021 - 2022 | Metric is sunsetting as it was meant to fall under the scope of the general WASC survey that does not measure overall satisfaction. | | | Maintain a satisfaction level of over 80% |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4.1 | 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 |
| 4.2 | 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 |
| 4.3 | 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 |
| 4.4 | 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 ots Career Technical Education pathways and provide support services for its students. | $100,000.00 | Yes |
| 4.5 | Alternative Education Strategic Plan | Based on an assessment of student needs, develop a comprehensive strategic plan for providing small school programs and multiple educational pathway opportunities in the district that includes options for online programs as an instructional delivery model and considers more CTE pathway opportunities for students seeking small school programs and multiple educational pathway opportunities focused on vocational/technical careers. | $10,000.00 | Yes |
| 4.6 | 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 |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.7** | 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.

Due to changes in leadership, including the Director of Small Schools, Assistant Superintendent of Human Resources and our Communication and Public Relations Officer, two of the actions the District slated to start in the 2021-22 school year will instead begin in 2022-23. Action 5: Alternative Education Strategic Planning will begin in earnest in the 2022-23 school year, with our new Director of Small Schools focusing more time on the small schools in general while still serving as principal at TIDE. In addition, the Communication and Public Relations Officer has been a vacant position for almost all of the 2021-22 school year, Action 5: Create a small school and alternative program catalog, will be a 2022-23 task for our new Communication and Public Relations Officer when they are hired.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Specific actions taken this year allowed the District to make progress towards this goal. Both Redwood's Mid-Cycle WASC Review and EPAA's WASC visit were extremely successful, resulting in accolades for the work being done by both staffs. TIDE is well under way to meeting their WASC goals even though the visit is not for another year. In addition, TIDE enrollment is moving steadily upward, and next fall the school will have classes at each grade level and graduate their first class. Redwood successfully grew their articulation with Cañada College, which has led to more stability for CTE pathways. While the decision to hold off on the strategic plan and program catalog were not ideal, they allowed us to focus our efforts on our most urgent and strategic actions for 2021-22.

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.

The wording of Goal Four has been slightly updated. In 2021-22 it read "The District will support and promote successful student outcomes at the District's small schools and alternative programs." It now calls out the inclusion of the Adult School amongst small schools and

alternative programs, leaving no doubt of our intention to include them in supporting and promoting successful student outcomes at our small schools and in our alternative programs.   The District's third metric, Student and parent satisfaction with alternative program participation is sunsetting as it was meant to fall under the scope of the general WASC survey that does not measure overall satisfaction and the District feels the other metrics in place will result in meeting Goal 4.  In addition, in order to have the verbiage that is more inclusive and clear, the wording of Action 4 of Goal 5 has been updated to replace "alternative education opportunities" with "small school programs and multiple educational pathways."  Also in this action "distance learning" has been replaced with "options for online programs" since the vision has changed with the state's decision not to offer distance learning as an option.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 5 | The District will offer full, in-person instruction to students, building on innovative practices from distance learning. |

An explanation of why the LEA has developed this goal.

The wording of Goal Five has been updated. In the 2020-21 LCAP it read, "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." In July, 2021, after the Board and County's June approval of the district's LCAP, the state ruled that distance learning was not to be an option. This means that, with the exception of the 130 students who have chosen independent study, all students have been back in full, in-person instruction for the duration of the past school year and will be in the next. 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 State Priority 1: Basic (Conditions of Learning) requirements for the correct assignments of teachers and providing all students standards-aligned instructional materials, we are now also providing personal devices and internet where needed to go above and beyond basic 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% of students currently find school engaging | 60% of students currently find school engaging | | | 65% |
| SED Student Engagement Survey Results | 56% of SED students currently find school engaging | 60% of SED students currently find school engaging | | | 65% |
| EL Student Engagement Survey Results | 60% of EL students currently find school engaging | 64% of EL students 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% of FY students currently find school engaging | 53% of FY students currently find school engaging | | | 59% |
| % of teachers appropriately assigned. | 100% of teachers appropriately assigned | 100% of teachers appropriately assigned | | | 100% |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5.1 | 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.  In addition, ELD I, II and III students will have an enrichment supplement. | $1,165,069.00 | No |
| 5.2 | ELD Summer Enrichment Program | The District will provide summer enrichment program for all ELD students to continue their language acquisition. | $100,000.00 | Yes |
| 5.3 | One-to-One Devices | The District will provide one to one technology for all students. | $1,525,661.00 | No |
| 5.4 | Internet Connectivity | Provide home internet connectivity for foster, low-income and English learner students. | $384,789.00 | No<br>Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| **5.5** | 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 |
| **5.6** | 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.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material difference of 2.7M was due to the shift from LCFF funding to state funds. Actual expenditures for goal were met.

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

Goal Five was carried out with an enhanced summer program for students that included mental health counseling services, expanding course offerings beyond remediation for classes flunked to allowing students to improve grades for UCA-G eligibility, an enrichment program for all ELD I, II and III students to continue language acquisition, and partnering with the Boys and Girls Club to provide morning supports to students accessing courses via Edgenuity. The District was also able to actualize providing personal devices to any student requesting, loaning out 4,084, as well as internet connectivity to the 1,427 students who requested it. We built on best practices discovered during the Pandemic, including Zoom staff development options for staff, 24/7 online tutoring for all students, and partnering with community organizations to enhance student outcomes.

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.

The wording of Goal Five has been updated. In the 2020-21 LCAP it read, "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." In July

2021, after the Board and County's June approval of the district's LCAP, the state ruled that distance learning was not to be an option.  This means that, with the exception of the 130 students who have chosen independent study, all students have been back in full, in-person instruction for the duration of the past school year and will be in the next.  As such, the Goal was updated to reflect this change in state policy and now reads "The District will offer full, in-person instruction to students, building on innovative practices from distance learning."

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 6 | The District will initiate a long-term effort to data share with our K-8 partner districts and community college districts.<br><br>Note: The SUHSD Governance Team added this goal on July 31, 2021 to improve our efforts in supporting students with their transition to and from high school. |

| An explanation of why the LEA has developed this goal. |
|---|
| The District wishes to improve the transfer of data between K-8 partner districts and SUHSD to ensure a successful transition from 8th grade to 9th grade, as well as<br>to improve the transfer of data between SUHSD and Community College districts to ensure a successful transition between 12th grade and college.  In so doing, we wish to ensure that demographic, class enrollment and testing data is clear for each student entering and exiting SUHSD to increase staff efficiency, reduce duplicated efforts and improve service to our families. This goal also aligns with State Priority 4: Pupil Achievement. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | We have no complete data warehousing solution. | Pilot data warehousing solution. | | | Adopt and implement a complete data warehousing solution. |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 6.1 | 1. Encourage a data warehousing solution for shared data access across feeder | The District wishes to engage in a partnership to begin the implementation of a data warehousing solution.  We hope this will also encourage feeder districts to begin a data warehousing solution across districts.  We are working with SMCOE to facilitate a data | $65,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | and community college districts. | upload or extract that includes all the necessary data elements (e.g., demographics, course enrollments, testing data) for a successful transition.<br>Investigate data analytic tools within a data warehousing solution to make policy decisions. Such a tool will ensure student data is up-to-date, accurate, and complete for reporting to CALPADS, and build relationships with partner school departments to facilitate student transition and instruction. The district will work to provide training for personnel at sites who oversee student data to standardize the student information system with attention to duplicated, incorrect, or erroneous data. | | |

# 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.

This is a new goal for the 2022-23 LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no differences in expenditures, since this is a new goal for the 2022-23 LCAP.

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

We have engaged in an MOU with SMCOE for Data Zone, a data warehousing solution. We have worked collaboratively with our feeder districts around EL Reclassification, the Math Initiative and ELA placement for rising 9th graders. This effort is all designed to ease the transition of students from the partner districts to SUHSD. The collaboration takes part with the Sequoia/Stanford Collaborative as well as various efforts put forth by the SMCOE. In addition, we have worked with Canada college and the National Student Clearinghouse to understand how our graduates are doing matriculating into 2-year and 4-year colleges.

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.

This goal and actions are all new to the 2022-23 LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $5,743,815 | 0 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 6.19% | 0.60% | $523,474.70 | 6.79% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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)
Goal 1, Action 3: Integrated ELD (Schoolwide)

After a year of implementation of the newly adopted curriculum for our district's Designated ELD courses, we will continue to work with our ELD/ELA teachers assigned to these courses to assess the materials, the alignment to standards, and coordinate alignment across district sites.

The newly adopted materials have allowed for more aligned collaboration across sites. We continue to align assessments that allow for checking for student progress, a scope and sequence for each ELD level, and other ways to measure student growth. As we continue the alignment of materials and assessments, we can now have LEA-wide conversations and analyses of student growth. If a student transfers from one comprehensive school to another one in our district they now have access to the same aligned curriculum.

This adoption of instructional materials for ELD I, II, and III courses has allowed for this consistency in measures of student growth and support systems in the ELD program. As we continue to strengthen the alignment of 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 continue to increase our support network for teachers to be more efficient and effective as we work together to develop more resources connected to this adoption. We need to continue to increase collaboration and communication across sites to better support English Language Learners.

In this full year of implementation of the newly adopted curriculum, we don't have consistent results to measure the achievement of our students in completing A-G requirements. This will have to come in future years as we gain graduation cohort data. However, this year based on the reclassification criteria we know that Lexile measures also provide rich data on achievement and we are using that to gauge the success and increase of achievement of our ELD III students.

As mentioned in Goal 1, there are significant disparities in the achievement between overall student scores on local and state assessments and those of English learners and students with socioeconomic disadvantages. We strive to close the opportunity gaps in A-G course completion and higher-level math and science courses through efforts toward ensuring rigorous and engaging, standards-aligned instruction. As of the 20-21 school year, 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 continues to expand. This year, thirty-one math teachers participated in professional development and coaching cohorts. The data science course will be expanded from being offered in two sections at one school to seven sections at five schools next year. Two public lessons were offered and were attended by teachers participating in the cohort, math teacher leaders, and site leaders.

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 continues to offer 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 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 is shared among all educators. This year, in the area of Integrated ELD, we conducted two five-day CM Institutes, in spite of lacking staffing to lead them. The first, which focused on integrated ELD in the science classrooms, was attended by 16 participants. The second institute was available to teachers in all content areas and included 18 participants. We also continue to offer support for teachers to implement integrated ELD strategies in the classroom including implementation support cohorts, individual coaching cycles, and professional development focused on specific integrated ELD strategies.

Goal 2, Action 1:Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career

pathways. (LEA-wide)

Goal 2, Action 2: Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. (LEA-wide)

Goal 2, Action 3: Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. (LEA-wide)

"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.

In our work to identify and remove barriers for students to meet UC A-G requirements, necessary for meeting college and career pathways, this school year (21-22) SUHSD adjusted ninth-grade course offerings in math, such that there are no remedial math courses available to students and all classes count towards A-G credit. 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.

Research presented this year by Stanford on this math initiative suggested that we are starting to see the effects of this change in terms of more students continuing to take more math as upperclassmen, more students completing math requirements for A-G credit, and students more engaged in school who would have otherwise been absent (lower chronic absenteeism). In addition, we plan to review the Class of 2023 math performance on the CAASPP when it is released this summer. While this is an LEA-wide initiative, we are starting to see the impact of how this policy change helps more students, 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. The Board voted to approve 8th-grade math course enrollment as the prerequisite for the next course. In addition, for the second year in a row, we administered the Mathematics Initiative Readiness Assessment (MIRA) to our rising 9th graders and are starting to analyze how this instrument can predict students' need for support as they enter their freshmen year. In addition, we are investigating the correlation of the MIRA with our pre-post benchmark assessments in Algebra, Geometry, and Algebra II as well as our Interim Comprehensive Assessments (ICA).

Action 2 was changed slightly this year to focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.

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, 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. Due to this, we have begun to shift our ninth-grade placement policies into more equitable practices allowing for more students to be enrolled in such courses.

As we focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. We continue to work on 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 adopted the completion of an Ethnic Studies course as a graduation requirement which will serve to engage students in learning and implemented it this school year 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 in 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 52% (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).

For Action 3, SUHSD continues to systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. We have fully established the Newcomer Welcome Center, with the hiring of a District Newcomer Parent Liasion, and established protocols for interviews, testing, onboarding, etc. We have not yet expanded this welcome center to students who are in the foster care system and/or without a home. As Newcomer students enter the district, we 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).

The Newcomer Welcome Center has allowed us to further understand the needs of newly arrived families by collecting qualitative information to learn about 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. This year the District Newcomer Family Liaison led Newcomer Family Nights at all of our comprehensive sites with Newcomer programs and in addition partnered with district staff to run community circles in each ELD/ELA classroom.

This year, the EL Master Plan underwent a review and input process which included the EL Steering Committee, Bilingual Resource Teachers, Instructional Vice Principals, and the District English Learners Advisory Council before being adopted by the Board of Trustees in December 2021. We will continue to implement this newly adopted EL Master Plan which includes a focus on curriculum, assessment, professional development, course pathways, and student services for English Learner students. 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 continuing work on the creation of benchmarks to measure student progress that will provide more individualized support for English

Learners and support them to 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. This year, we partnered with the county office of Education to create a collaborative space with our feeder districts where we focused on Reclassification. We held 4 meetings thought our the school year 21-22.

We are improving our collaboration with the sites 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. Currently, Sequoia High School continues to be the only site offering primary language courses.

Goal 3, Action 1: MTSS coordination of practices and expectations (LEA-wide) FY
Goal 3, Action 3: MTSS Data System (LEA-wide) FY
Goal 3, Action 4: Integrating services for unduplicated student groups (LEA-wide)

Based on feedback and self-assessment, the MTSS Policy Bulletin and Toolkit have been developed, and revisions are occurring with input from key stakeholder groups for final production. This will guide the district in systemic implementation when building a robust measurable, objective, and systemic cycle of data-driven systems of support structures for our district.

Early Identification
We are still in the implementation stage of this goal. 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 for all students including our Foster 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 continue with the implementation and 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 foster youth, improve current intervention practices, and improve accessibility for appropriate and needed interventions.

Monitoring Progress
During the implementation process, 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
Last school year, the district 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 SSocial-Emotionalneeds 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- the Community Resiliency Model with staff working with our unduplicated youth.

The District continues to dive 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-InformedPractices, 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% increased to 50% 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 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 5: Alternative Education Strategic Plan (LEA-wide)
Goal 4, Action 6: Alternative Program Planning (LEA-wide)
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, we need to look beyond our data at what is working and what is missing that has worked in other places. TIDE provides this opportunity as a small school. The District's Design and Engineering small school currently is seeing increased enrollment. TIDE enrollment for 2022 is up to 70+ students and next year the school

will have its first senior class, making it a full 9-12 program.

The school offers a great option and spaces for interested students. Next year, Action 5: Alternative Education Strategic Planning will begin in earnest in the 2022-23 school year, with our new Director of Small Schools being able to focus more on the small schools in general, rather than primarily on TIDE in particular. In addition, the Communication and Public Relations Officer has been a vacant position for almost all of the 2021-22 school year, Action 6: Create a small school and alternative program catalog, will be a 2022-23 task for our new communication and Public Relations Officer when they are hired.

We know that CTE pathways are resulting in students graduating from internships and many college classes completed. Students attending TIDE and Redwood have continued to benefit from CTE pathways. Redwood successfully grew their articulation with Cañada College, which has led to more stability for CTE pathways. While the decision to hold off on the strategic plan and program catalog were ideal, they allowed us to focus our efforts on our most urgent and strategic actions for 2021-22.

This year both Redwood's Mid-Cycle WASC Review and EPAA's WASC visit were extremely successful, resulting in accolades for their work. TIDE is well underway to meet their WASC goals even though the visit is not for another year. WASC action plans, community, and accreditation feedback continue to hold us accountable and provide a way to track whether or not our efforts are working on behalf of unduplicated students.

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 are 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. 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 makes it evident that a comprehensive look at what we have and what needs to be put in place are in order.

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

Goal 5 was carried out with an enhanced summer program for students that included mental health counseling services, expanding course offerings beyond remediation for classes that students did not pass, allowing students to improve grades for UC A-G eligibility, an enrichment program for all ELD I, II and III students to continue language acquisition, and partnering with the Boys and Girls Club to provide morning supports to students accessing courses via Edgenuity.

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. For the summer of 2022, students continue to benefit from an enhanced

summer program.

Goal 6, Action 1: Encourage a data warehousing solution for shared data access across feeder and community college districts.

This is a new goal and action item for this school year. The data warehouse and solution will help us better identify students for intervention needs including our unduplicated student groups. With this system, we will be able to report back to our feeder districts about how each student group is doing across every data point academically. We will be able better to see how students are doing in their academic trajectory.

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, Action 2, and Action 3

All of our Goal 1, Actions 1, 2, and 3 were allocated $1,629,392 of LCFF funds which contribute to meeting the required percentage of the increase or improved services.

LCFF Funds for Goal 1, Action 1, 2, and 3 are used to support some of the additional following components:

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 continues to develop 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 establish a strong bridge to the mainstream ELA class. The PD & Curriculum department, with participation from the ELD 3 team, continues to facilitate this alignment.

Additionally, we continue to improve the quality of support by providing increased professional development so teachers can better support English Learners to increase the rigor and increase reclassification outcomes and A-G course completion.
We continue to provide training to all teachers in the area of integrated ELD strategies. To meet this action, we continue to fund a Constructing Meaning Instructional coach. We continue to support 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. We are also focusing on curriculum and instruction in content-area classes designed for English learner newcomers (LEP courses). This includes finalizing the steps for curriculum criteria for LEP classes and applying the criteria to develop an LEP-specific curriculum. This is an ongoing task and will be paired with PD support for course teams of LEP teachers. This school year, we carried out this process with the Ethnic Studies LEP teachers. As we finalize the curriculum criteria we need to get more feedback from site leaders and department chairs to prioritize subsequent LEP course teams for curriculum development and support.

Goal 2, Action 1, and Action 2

All of our Goal 2, Actions 1, and 2 were allocated $1,953,394 of LCFF funds which contribute to meeting the required percentage of the increase or improved services.

LCFF Funds for Goal 2, Action 1, and 2 are used to support some of the additional following components:

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, was offered to all students in the Fall of 2021. This course was 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 has helped to 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 benefit from heterogeneous grouping in these courses.

Goal 3, Action 1, 3, and 4

All of our Goal 3, Actions 1, 3,  and 4 were allocated $1,045,746 of LCFF funds which contribute to meeting the required percentage of the increase or improved services.

LCFF Funds for Goal 3, Action 1, 3, and 4 are used to support some of the additional following components:

We continue to work towards the full implementation of this goal. 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. With this action, we want to 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. We are still working through the establishment of a comprehensive data system that 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.

Goal 4, Action 1, 3, 4, 5, 6, 7

All of our Goal 4, Actions 1, 3, 4, 5, 6, and  7 were allocated $772,395 of LCFF funds which contribute to meeting the required percentage of the increase or improved services.

LCFF Funds for Goal 4, Action 1, 3, 4, 5, 6, and  7 are used to support some of the additional following components:

Increasing access and enrollment 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.

Continue to focus on WASC goals as this allows for focus on the site's greatest areas of need based on data and gives clear accountability for growth.  WASC requires schools to highlight how they serve our most at-risk (unduplicated) student groups, requires data for backing decisions, and comes with external evaluation, it continues to be a proven tool for raising services for our most at-risk students.

Students attending TIDE and Redwood have continued to benefit from CTE pathways. Redwood successfully grew their articulation with Cañada College, which has led to more stability for CTE pathways. Students continue to graduate with industry certificates that are leading to apprenticeships with trade unions and helping students to see a purpose to their education.  We continue 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.

While the District has spent time strengthening alternative programs, 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.  We are still working towards completing this action.

TIDE, the District's Design and Engineering small school continues to grow its enrollment. 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.

A comprehensive catalog, in English and Spanish of the District's alternative programs and small schools, continues to be a priority.  Once available to families, it 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 can help to ensure that unduplicated students know about these opportunities.  For instance, in 20-21, the 9th grade class at TIDE and Middle College were 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 2

All of our Goal 5, Actions 2 was allocated $8,415 of LCFF funds which contribute to meeting the required percentage of the increase or improved services.
LCFF Funds for Goal 5, Action 2 are used to support some of the additional following components:

Action 5.2 ELD Summer Enrichment Program similarly serves our English learners as we continue to provide wider access and opportunity during the summer affording students the opportunity to improve their grades and 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. Last year, Newcomer English learners benefitted from programs in both sessions of summer school at their comprehensive sites, with 16 teachers working in either 1 or 2 sessions.

SUHSD aims to improve in the area of student engagement by enhancing the course offerings and access to a summer program in 2021 and 2022. 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 the learning loss that may have in the last couple of years. The access to an enhanced summer program will in turn allow for our unduplicated pupils to improve their grades, and 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

SUHSD does not receive the concentration grant and this section is not applicable.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
| --- | --- | --- |
| Staff-to-student ratio of classified staff providing direct services to students | N/A | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | N/A |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $8,227,614.00 | $1,262,647.00 | $417,538.00 | $1,055,354.00 | $10,963,153.00 | $7,158,477.00 | $3,804,676.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Standards-aligned curriculum | English Learners | $692,740.00 | | | | $692,740.00 |
| 1 | 1.2 | PD and support for rigor and quality interactions in classroom instruction | English Learners Foster Youth Low Income | $1,514,620.00 | | | | $1,514,620.00 |
| 1 | 1.3 | Integrated ELD | English Learners | $301,499.00 | | | | $301,499.00 |
| 2 | 2.1 | Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways. | English Learners Foster Youth Low Income | $1,937,721.00 | | | | $1,937,721.00 |
| 2 | 2.2 | Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. | English Learners Foster Youth Low Income | $275,000.00 | | | | $275,000.00 |
| 2 | 2.3 | Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. | English Learners Foster Youth Low Income | $91,316.00 | | | | $91,316.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2.4 | Implement the improvement strategies to address pupil outcomes for Students with Disabilities | Students with Disabilities | $18,000.00 | $105,054.00 | | | $123,054.00 |
| 3 | 3.1 | Multi-Tiered System of Supports (MTSS) coordination of practice and expectations | Foster Youth | $1,340,000.00 | | $5,000.00 | | $1,345,000.00 |
| 3 | 3.2 | Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery | All | $167,000.00 | $244,040.00 | $203,644.00 | | $614,684.00 |
| 3 | 3.3 | Multi-Tiered System of Supports (MTSS) Data System | Foster Youth | $107,000.00 | | | | $107,000.00 |
| 3 | 3.4 | Integrating services for unduplicated student groups | English Learners Foster Youth Low Income | $70,000.00 | | | | $70,000.00 |
| 4 | 4.1 | TIDE Academy Vision, Curriculum, and Instruction | English Learners Foster Youth Low Income | $35,000.00 | | | | $35,000.00 |
| 4 | 4.2 | TIDE Facilities Needs | All | | | $25,000.00 | | $25,000.00 |
| 4 | 4.3 | EPAA and Redwood High School WASC Action Plans Support | English Learners Foster Youth Low Income | $200,000.00 | | | | $200,000.00 |
| 4 | 4.4 | Establishing Fiscal Stability for Redwood High School CTE Pathways | English Learners Foster Youth Low Income | $100,000.00 | | | | $100,000.00 |
| 4 | 4.5 | Alternative Education Strategic Plan | English Learners Foster Youth Low Income | $10,000.00 | | | | $10,000.00 |
| 4 | 4.6 | Alternative Program Planning | English Learners Foster Youth Low Income | $100,000.00 | | | | $100,000.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| **4** | **4.7** | Small Schools and Alternative Program Catalog | English Learners Foster Youth Low Income | $10,000.00 | | | | $10,000.00 |
| **5** | **5.1** | Enhanced Summer Program | All | $768,640.00 | $287,299.00 | | $109,130.00 | $1,165,069.00 |
| **5** | **5.2** | ELD Summer Enrichment Program | English Learners | $100,000.00 | | | | $100,000.00 |
| **5** | **5.3** | One-to-One Devices | All Students with Disabilities | $84,078.00 | $626,254.00 | $13,894.00 | $801,435.00 | $1,525,661.00 |
| **5** | **5.4** | Internet Connectivity | unduplicated student group   English Learners    Foster Youth    Low Income | $240,000.00 | | | $144,789.00 | $384,789.00 |
| **5** | **5.5** | Research Options for Possible Instructional Shifts | All | | | $50,000.00 | | $50,000.00 |
| **5** | **5.6** | Online Tutoring | unduplicated student groups   All | | | $120,000.00 | | $120,000.00 |
| **6** | **6.1** | 1. Encourage a data warehousing solution for shared data access across feeder and community college districts. | English Learners Foster Youth Low Income | $65,000.00 | | | | $65,000.00 |

## 2022-23 Contributing Actions Tables

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $92,839,093 | $5,743,815 | 6.19% | 0.60% | 6.79% | $7,189,896.00 | 0.00% | 7.74 % | **Total:** | $7,189,896.00 |
| | | | | | | | | **LEA-wide Total:** | $6,002,081.00 |
| | | | | | | | | **Limited Total:** | $431,316.00 |
| | | | | | | | | **Schoolwide Total:** | $756,499.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Standards-aligned curriculum | Yes | LEA-wide | English Learners | All Schools | $692,740.00 | |
| 1 | 1.2 | PD and support for rigor and quality interactions in classroom instruction | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,514,620.00 | |
| 1 | 1.3 | Integrated ELD | Yes | Schoolwide | English Learners | All Schools | $301,499.00 | |
| 2 | 2.1 | Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,937,721.00 | |
| 2 | 2.2 | Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $275,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | $91,316.00 | |
| 3 | 3.1 | Multi-Tiered System of Supports (MTSS) coordination of practice and expectations | Yes | LEA-wide | Foster Youth | All Schools | $1,340,000.00 | |
| 3 | 3.3 | Multi-Tiered System of Supports (MTSS) Data System | Yes | LEA-wide | Foster Youth | All Schools | $107,000.00 | |
| 3 | 3.4 | Integrating services for unduplicated student groups | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $70,000.00 | |
| 4 | 4.1 | TIDE Academy Vision, Curriculum, and Instruction | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: TIDE ACADEMY | $35,000.00 | |
| 4 | 4.3 | EPAA and Redwood High School WASC Action Plans Support | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: East Palo Alto Academy and Redwood High School | $200,000.00 | |
| 4 | 4.4 | Establishing Fiscal Stability for Redwood High School CTE Pathways | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Redwood High School 11-12 | $100,000.00 | |
| 4 | 4.5 | Alternative Education Strategic Plan | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: TIDE, Redwood and EPAA | $10,000.00 | |
| 4 | 4.6 | Alternative Program Planning | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: TIDE, Redwood and EPAA | $100,000.00 | |
| 4 | 4.7 | Small Schools and Alternative Program Catalog | Yes | Schoolwide | English Learners Foster Youth Low Income | All Schools | $10,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 5 | 5.2 | ELD Summer Enrichment Program | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $100,000.00 | |
| 5 | 5.4 | Internet Connectivity | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | $240,000.00 | |
| 6 | 6.1 | 1. Encourage a data warehousing solution for shared data access across feeder and community college districts. | Yes | LEA-wide | English Learners Foster Youth Low Income | | $65,000.00 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $10,858,153.00 | $6,931,345.61 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Standards-aligned curriculum | Yes | $692,740.00 | $363,757 |
| 1 | 1.2 | PD and support for rigor and quality interactions in classroom instruction | Yes | $1,514,620.00 | $1,032,536.86 |
| 1 | 1.3 | Integrated ELD | Yes | $301,499.00 | $233,098.15 |
| 2 | 2.1 | Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways. | Yes | $1,937,721.00 | $1,903,481.89 |
| 2 | 2.2 | Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. | Yes | $275,000.00 | $49,911.71 |
| 2 | 2.3 | Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. | Yes | $91,316.00 | 0 |
| 2 | 2.4 | Implement the improvement strategies to address pupil outcomes for Students with Disabilities | No | $123,054.00 | $123,054 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.1 | Multi-Tiered System of Supports (MTSS) coordination of practice and expectations | Yes | $1,345,000.00 | $868,746 |
| 3 | 3.2 | Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery | No | $614,684.00 | $868,746 |
| 3 | 3.3 | Multi-Tiered System of Supports (MTSS) Data System | Yes | $107,000.00 | $107,000 |
| 3 | 3.4 | Integrating services for unduplicated student groups | Yes | $70,000.00 | $70,000 |
| 4 | 4.1 | TIDE Academy Vision, Curriculum, and Instruction | Yes | $35,000.00 | $6,000 |
| 4 | 4.2 | TIDE Facilities Needs | No | $25,000.00 | $9,741 |
| 4 | 4.3 | EPAA and Redwood High School WASC Action Plans Support | Yes | $200,000.00 | $311,386 |
| 4 | 4.4 | Establishing Fiscal Stability for Redwood High School CTE Pathways | Yes | $100,000.00 | $365,009 |
| 4 | 4.5 | Alternative Education Strategic Plan | Yes | $10,000.00 | $10,000 |
| 4 | 4.6 | Alternative Program Planning | Yes | $100,000.00 | $75,000 |
| 4 | 4.7 | Small Schools and Alternative Program Catalog | Yes | $10,000.00 | $10,000 |
| 5 | 5.1 | Enhanced Summer Program | Yes | $1,165,069.00 | 0 |
| 5 | 5.2 | ELD Summer Enrichment Program | Yes | $60,000.00 | $8,415 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 5 | 5.3 | One-to-One Devices | No | $1,525,661.00 | $202,319 |
| 5 | 5.4 | Internet Connectivity | Yes | $384,789.00 | 0 |
| 5 | 5.5 | Research Options for Possible Instructional Shifts | No | $50,000.00 | $168,250 |
| 5 | 5.6 | Online Tutoring | No | $120,000.00 | $144,894 |

## 2021-22 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $5,671,116 | $7,848,536.00 | $5,409,342.00 | $2,439,194.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Standards-aligned curriculum | Yes | $692,740.00 | $363,757 | | |
| 1 | 1.2 | PD and support for rigor and quality interactions in classroom instruction | Yes | $1,514,620.00 | $1,032,537 | | |
| 1 | 1.3 | Integrated ELD | Yes | $301,499.00 | $233,098 | | |
| 2 | 2.1 | Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways. | Yes | $1,937,721.00 | $1,903,482 | | |
| 2 | 2.2 | Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes. | Yes | $275,000.00 | $49,912 | | |
| 2 | 2.3 | Systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. | Yes | $91,316.00 | $0 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Multi-Tiered System of Supports (MTSS) coordination of practice and expectations | Yes | $1,340,000.00 | $868,746 | | |
| 3 | 3.3 | Multi-Tiered System of Supports (MTSS) Data System | Yes | $107,000.00 | $107,000 | | |
| 3 | 3.4 | Integrating services for unduplicated student groups | Yes | $70,000.00 | $70,000 | | |
| 4 | 4.1 | TIDE Academy Vision, Curriculum, and Instruction | Yes | $35,000.00 | $6,000 | | |
| 4 | 4.3 | EPAA and Redwood High School WASC Action Plans Support | Yes | $200,000.00 | $311,386 | | |
| 4 | 4.4 | Establishing Fiscal Stability for Redwood High School CTE Pathways | Yes | $100,000.00 | $365,009 | | |
| 4 | 4.5 | Alternative Education Strategic Plan | Yes | $10,000.00 | $5,000 | | |
| 4 | 4.6 | Alternative Program Planning | Yes | $100,000.00 | $75,000 | | |
| 4 | 4.7 | Small Schools and Alternative Program Catalog | Yes | $10,000.00 | $10,000 | | |
| 5 | 5.1 | Enhanced Summer Program | Yes | $768,640.00 | $0 | | |
| 5 | 5.2 | ELD Summer Enrichment Program | Yes | $55,000.00 | $8,415 | | |
| 5 | 5.4 | Internet Connectivity | Yes | $240,000.00 | $0 | | |

**2021-22 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $87,233,565 | $5,671,116 | 0.30% | 6.80% | $5,409,342.00 | 0.00% | 6.20% | $523,474.70 | 0.60% |

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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:

  o 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* Section 52064[b][4-6]).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

# Engaging Educational Partners

# Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

**Required Goals**
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**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 2020–21 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** or when adding a new metric. |

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

*Projected LCFF Supplemental and/or Concentration Grants*: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

*Projected Additional LCFF Concentration Grant (15 percent):* Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

*Projected Percentage to Increase or Improve Services for the Coming School Year*: Specify the estimated 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).

*LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

*LCFF Carryover — Dollar:* Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

*Total Percentage to Increase or Improve Services for the Coming School Year:* Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

*Required Descriptions:*

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:* For school districts with an unduplicated pupil percentage of 55 percent 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 percent:* For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

# Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

# Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

# Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

**Contributing Actions Annual Update Table**
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

    o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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