LCFF Budget Overview for Parents

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

CDS Code: 41690620000000

School Year: 2023-24
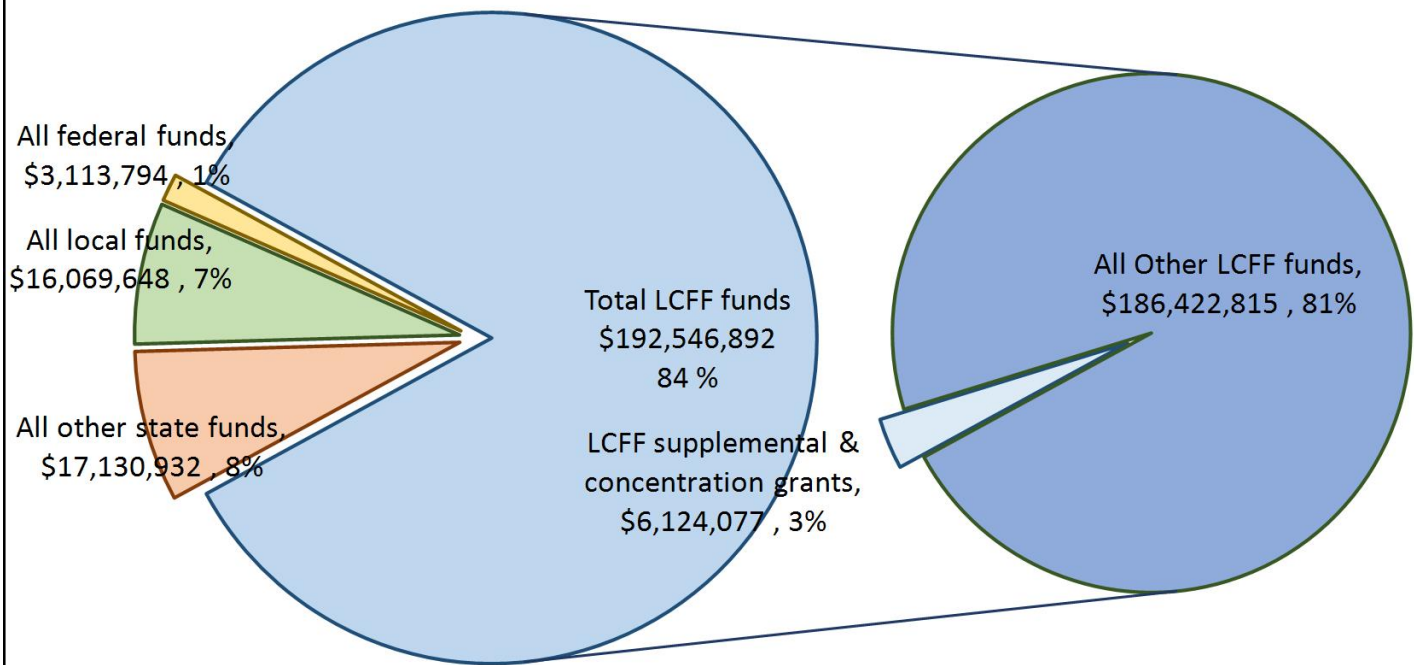
LEA contact information:

Bonnie Hansen

Associate 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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $3,113,794 , 1%

All local funds, $16,069,648 , 7%

All other state funds, $17,130,932 , 8%

Total LCFF funds $192,546,892 84 %

LCFF supplemental & concentration grants, $6,124,077 , 3%
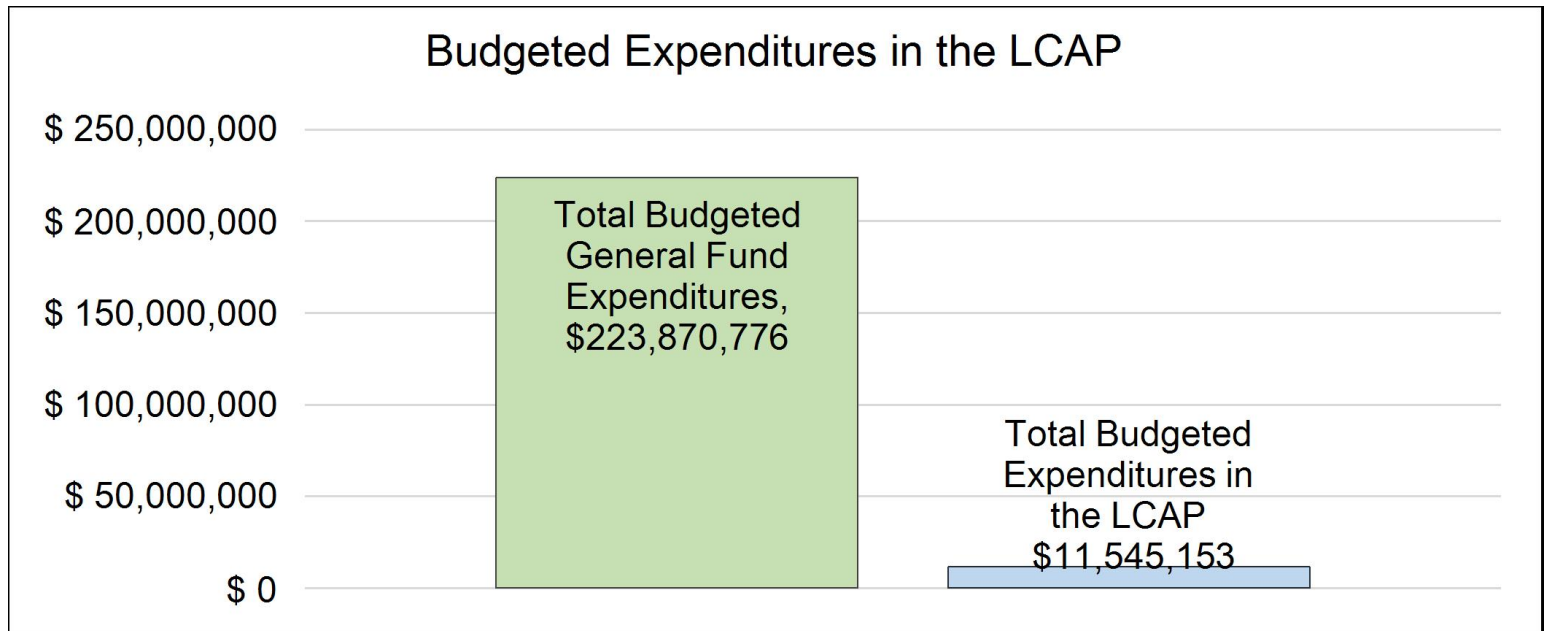
All Other LCFF funds, $186,422,815 , 81%

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 $228,861,266, of which $192,546,892 is Local Control Funding Formula (LCFF), $17,130,932 is other state funds, $16,069,648 is local funds, and $3,113,794 is federal funds. Of the $192,546,892 in LCFF Funds, $6,124,077 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

$ 250,000,000	
$ 200,000,000	Total Budgeted General Fund Expenditures, $223,870,776
$ 150,000,000	
$ 100,000,000	Total Budgeted Expenditures in the LCAP $11,545,153
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much Sequoia Union High School District plans to spend for 2023-24. 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 $223,870,776 for the 2023-24 school year. Of that amount, $11,545,153 is tied to actions/services in the LCAP and $212,325,623 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
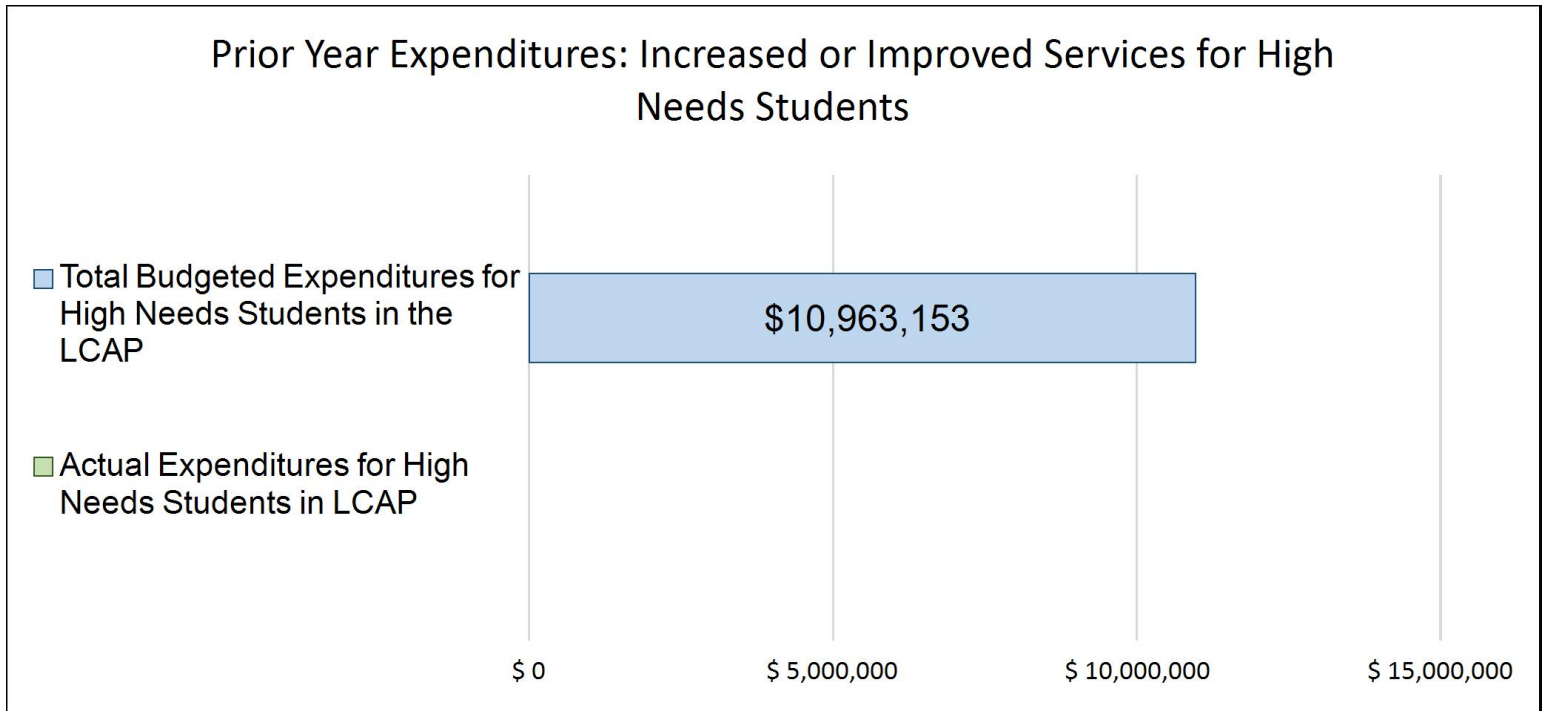
Normal operating expenditures are not included in the LCAP. Some examples of normal operating expenditures are: personnel salaries and benefits, books and supplies, special education, routine maintenance and operations, transportation, custodial costs and district office staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sequoia Union High School District is projecting it will receive $6,124,077 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 $8,397,614 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 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$10,963,153
☐ Actual Expenditures for High Needs Students in LCAP	

Scale: $0 — $5,000,000 — $10,000,000 — $15,000,000

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 2022-23, Sequoia Union High School District's LCAP budgeted $10,963,153 for planned actions to increase or improve services for high needs students. Sequoia Union High School District actually spent $ for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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 Associate Superintendent: Educational Services	bhansen@seq.org (650) 369-1411 ex. 22323

Plan Summary [2023-24]

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 just under 9,000 high school students. In addition to its four comprehensive high schools, the District portfolio also includes three small schools, and a middle college, and independent study programs. The District's adult school annually serves approximately 1,200 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 2022 CALPADS report, our high school student counts for the 2021-22 school year are as follows: total enrollment - 8,799; Latino - 41.9%; White - 37.7%; Asian - 12.9%; African American - 2.3%; Pacific Islander - 1.9%; Two or More Races - 2.7%; Other - .6%; English Learners (EL) - 15.3%; Title III Immigrants - 3.89%; Title I Migrant - .44%; students w/disabilities (SWD) - .12%; foster youth (FY) - 0.1%; students experiencing homelessness - .38%; 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 are second language learners and we grapple with how to best improve our graduation and A-G rates for our long-term English learners. During the past three 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. The end of the 2022-23 school year also marks the end of our second year back to in-person teaching and 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 distance learning was challenging, 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 supports 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/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. 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.

2022-23 DATA ANALYSIS: The CA State Dashboard this year was presented as a static indicator. That is, the state is not looking at growth from the prior year. Our Board presentation this year (https://docs.google.com/presentation/d/1f3pIl5fjue8LDn3CYnC8h_LPzUjjhaZd0IH6FR2q4cE/edit?usp=sharing) showed the areas in which we are doing well. That is, Overall, we are "High" in English Language Arts, "Medium" in Mathematics, "Medium" in Graduation Rate (90% graduation rate) and we met all of the local dashboard criteria in standards, engagement, facilities, climate and access to a broad course of study. SUHSD's Asian, White and Two or More Race subgroups demonstrated "Very High" performance in ELA and Math. In addition, Asian, White and Two or More Race subgroups were Very Low in Suspension rate and Very High in Graduation Rate (97% White, 97% Asian, 100% Two or More). In addition, students in the Pacific Islander subgroup were 91% graduation rate, and Filipino had a 100% graduation rate. Of the 2,072 GRADUATES in the Cohort Class of 2022, 65% of them met the A-G requirements. This is up from 62% in the prior year (1,249/2,009). When looking at the subgroup data, it appears that the graduation rates in all of our groups have gone up. The graduation requirements were modified by the state, so that should be taken into consideration, but we are taking notice that these modified graduation rates helped all students and improved our rate overall and in each subgroup. Of the 2072 Graduates, 610 students met the State Seal of Biliteracy and 644 earned a Golden State Seal Merit Diploma. According to the National Student Clearinghouse, 74% of the graduates from Class of 2021 were enrolled in College within the first year, 48% going to 4-year and 26% going to 2-year. It is interesting to note that this is consistent with pre-pandemic data, despite the fact that these seniors engaged in a year of distance learning. Therefore, one can surmise that students were able to experience a relatively similar college going experience in Fall 2021.

Here are some 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:
Our increased effort to reclassify our English Learners has shown great progress for our students. Our RFEP students are close to on par with their peers in terms of meeting graduation and A-G completion rates. Our efforts to train our teachers in the demographics of their

students in their classrooms, and use the data in our platforms to better understand the outcomes of our English Learners, Long Term English Learners and RFEP students has undoubtedly raised awareness. In our most recent ELPAC administration (Spring 2023), have already seen a huge jump in students obtaining an overall performance level of 4. This, combined with our efforts, to calibrate with our feeder districts and focus our energy around removing barriers for students to access rigorous grade level content, while providing the necessary supports, has shown gains for our students in terms of course completion and meeting graduation requirements and A-G credits earlier in their high school career than they have in the past. This work has been done in conjunction with California Educational Partners, the San Mateo County Office of Education and the Stanford Sequoia Collaborative. The work to align our efforts in support of creating more equitable opportunities for students will continue to demonstrate our commitment throughout the next school year. We plan to evaluate how this work will impact our English Learners, foster youth and low-income students and look more specifically at how these policy changes have allowed for greater access to student success.

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.

2022-23 Reflections:
The CA State Dashboard this year was presented as a static indicator. That is, the state is not looking at growth from the prior year. Our Board presentation this year (https://docs.google.com/presentation/d/1f3pIl5fjue8LDn3CYnC8h_LPzUjjhaZd0lH6FR2q4cE/edit?usp=sharing) showed the areas in which we are in need of improvement. There remains a 17% gap in Graduation rate between students who are not Socio-Economically Disadvantaged (not-SED) (97% Graduation Rate) and those who are SED (80% Graduation Rate). Of the 2,606

students in the 4-year cohort, 1,200 students were SED (46%!). 101 of these SED students (8.4%) were considered "dropouts" from high school, and 72 of them remained enrolled for a fifth year. 20 of the 1200 transferred out and 12 earned a certificate of completion through special education. On the flip side, of the 942 SED students who remained in the 4-year cohort, 753 of them graduated (about 80%). And of those 753 graduates, only 286 of them met A-G (38%). Both a high school diploma and college degrees have the potential to support our SED students in the future, as it is clear from the data that parent education is the greatest indicator of student performance. If we can continue to focus on increasing the opportunities for our high school SED students to reach the goals of high school diploma and college admissions, their futures have greater potential for success.

Based on CA Dashboard, we recognize that their is a need to address the needs of Students with Disabilities, African American students, English Learners, Pacific Islanders and Socio-economically Disadvantaged Students, who demonstrated "Very Low" in Academic Performance in ELA and Math. In addition, the CA Dashboard indicates had a high suspension rate for African American students and Low Grad Rate for English Learners. These indicators have made SUHSD eligible for Differentiated Assistance.

SUHSD plans to take to address the identified areas of low performance and performance gaps amongst student groups in the 2022 - 23 School year on multiple fronts. This includes building out a data analytics platform that allows us to track performance and identify students at risk of not graduating or struggling to attend school. It also includes an increased effort in student services, particularly in the area of mental health support and outreach to families. We plan to track students A-G progress in a new system and train administrators, counselors and staff to monitor students who are on the cusp and in need to support to cross the finish line. In addition, we are continuing to evaluate and expand our CTE offerings and training our staff around street data, equity and data decision dialogues.

LCAP Highlights

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

2023-24 is the third and final year of the current LCAP cycle, so we are especially cognizant of what we have accomplished and what we still hope to do. Two of our goals are being sunsetted because the majority of actions for each have been completed or absorbed into another LCAP goal. Taking their place are two new goals: one a result of a new governance goal for recruiting and maintaining staff, and the other a required goal from the state to help us to focus on dashboard results at one site where two indicators were "very low". As we did in 2021-22, again this year we saw a steepened post-distance learning need for enhanced mental health services and this LCAP continues to address that, including a new action in response to truancy. As always, 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. In particular, identified for Differentiated Assistance, we will be working with the county to identify measures to help improve the performance of our English Learners on California Assessment of Student Performance and Progress (CAASPP) ELA/math and graduation rates, and African American students in CAASPP ELA/math and lowering suspension rates. As with our unduplicated student groups, their progress will be something we are focused on in the year to come. While there was already a Goal One LCAP metric for measuring the CAASPP results of EL students, we have now added a metric measuring the CAASPP results of African American Students. All actions in Goal One address the performance of EL and African American Students on the CAASPP. In addition, in

Goal Two you will find a metric from EL graduation rates. Actions 2.1, 2.3, and 2.4 address the low graduation rate of ELs. In Goal Three we have added a metric for tracking African American suspension rates. 3.1, 3.2, and 3.3 address the suspension rates for African American Students. Look for growth in these areas in particular in the year to come. Goal Seven is in response to the need expressed by most constituent groups to attract and retain a staff comprised of talented and diverse employees.

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 often

necessary and supported by the District. Graduation rates for fifth years are now being counted in graduation rates, however, students who do not graduate by their fourth year are counted as a dropout, regardless if they graduate during their fifth year.

These identified needs are supported by the District and CSI funding. 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 prevent 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.

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, additional funding for staff, providing staff development in data identified growth areas, co-hosting community input meetings, surveying staff and students, and supporting the alignment of Redwood's School Plan and WASC with CSI. LCAP goals have also reinforced the work being completed at Redwood.

To further support Redwood, a goal specific to Redwood graduation rates has been added to the 2023-24 LCAP. State Dashboard results indicate a need to improve graduation rates in general and for long-term English learners in particular. To that end, the district will financially support fifth-year seniors completing their diplomas, work with Redwood on the exploration of alternative graduation pathways including both college and career post-secondary options, and engage in a root cause analysis of students who attend Redwood and how that manifested in order to best identify and address the patterns and possible solutions to address graduation rates. In addition, the District will continue to work with Redwood to establish fiscal stability for current Redwood High School CTE Pathways and to support additional CTE offerings, as appropriate.

Monitoring and Evaluating Effectiveness

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

The District regularly 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, as well as the qualitative data needed to best understand the true effectiveness of the program. In addition, the LCAP will monitor and evaluate this support to students and school improvement. Additionally, the school will work with stakeholders, reporting on progress and gathering input at staff, community, and CTE/college and career readiness meetings.

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 November 1, 2022 through January 4, 2023 and were completed by:
* 5,122 students
* 554 staff members
* 2,071 parents/guardians

Community Engagement Meetings:

Over the course of the winter, the District hosted three Community Engagement Nights. In the past, an evening has been hosted at each school site, but in an ongoing desire for the LCAP to be viewed as the District-wide document that it is, this year the events were district-wide. Geographically, the District intentionally held the events in three different venues:
* District Office - January 24, 2023
* Virtual - February 9, 2023
* East Palo Alto Academy - March 16, 2023

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 asking questions. The superintendent responded to all questions received. What follows are the dates of the above activities:

* January 24, 2023 - Parent Advisory Council
* March 24, 2023 - Special Education Local Plan Area
* March 30, 2023 - Equity and Diversity Council
* April 4, 2023 - Principal's Council
* April 5, 2023 - Cabinet
* April 17, 2023 - American Federation of State and Federal Employees
* April 18, 2023 - IVP's Council
* April 24, 2023 - Sequoia Union High School District's Teacher's Association
* May 2 - June 2023 - Online Input
* May 4, 2023 - Redwood School Site Council/SDMC
* May 4, 2023 - County Office of Education
* May 8, 2023 - Carlmont School Site Council/SDMC
* May 8, 2023 - Woodside School Site Council/SDMC
* May 9, 2023 - Student Advisory Council
* May 11, 2023 - TIDE School Site Council/SDMC
* May 11, 2023 - DELAC (LCAP draft)
* May 17, 2023 - Special Education Local Plan Area
* May 18, 2023 - Sequoia School Site Council/SDMC
* May 23, 2023 - Parent Advisory Council
* May 25, 2023 - Menlo-Atherton School Site Council/SDMC
* April 25, 2023 - East Palo Alto Academy School Site Council/SDMC

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 26, 2022 - LCAP Board Update
* February 18, 2023 - LCAP Mid-Year Progress and Annual Update Report

* March 22, 2023 - LCAP Community Input Findings
* April 10, 2023 - LCAP Proposed Goals and Actions
* May 24, 2023 - LCAP/Budget - Board Study Session
* June 7, 2023 - LCAP public hearing and Board First Reading
* June 21, 2023 - LCAP Final Draft Approved by the Board

A summary of the feedback provided by specific educational partners.

Community Engagement Meetings revealed some common themes. This year, participants were asked to answer two questions: what's going well; and what needs improvement. Common themes for what was going well included: increased attention to attendance; improvement in translation services; more equitable access to college and career support; heterogeneous classes; and helpful teachers. Areas for improvement included: student well-being; cross-cultural relationship building; heterogeneous classes; access for ELs; successful student transitions in and out of high school.

On the LCAP survey, 73% of students across subgroups listed the District's greatest strength as "frequently" or "almost always" having classes with students from other ethnic backgrounds. Also across demographics, students felt the District's greatest area for growth was in engagement, with 5% of students saying they were "extremely eager" to participate in class, 20% saying "slightly eager", and 43% "somewhat eager." This left 20% "slightly eager" and 9% "not at all eager."

Parents/guardians on the LCAP survey ranked the District's greatest strength as communication "with people not from their culture." 84% said it is "not a problem at all". 3% said it is a "very large" problem. Parents/guardians marked the District's greatest area for growth as their connection with teachers at the school. 14% of parents said they are "not at all satisfied" with the amount of connection they have with the teachers at school. 18% are "a little bit" satisfied and 35% are somewhat satisfied. 26% said they have "quite a bit" and 7% said they have a "tremendous amount" of communication.

Teachers marked trust in what they teach as the District's greatest strength. 74% of certificated teaching staff said they are trusted "quite a bit" or a tremendous amount" to teach what they think is best. 16% said they are "trusted somewhat." 8% said "somewhat" and 1% "not at all." The greatest area for growth was in work feedback. 9% of certificated teachers said they get "no feedback at all" about their teaching and 33% said they get a "little bit of feedback". 37% get "some feedback", 19% "quite a bit" and 2% a "tremendous amount."

Non-classroom school staff said respect was the District's greatest area of strength. 79% of non-classroom school staff said their colleagues show "quite a bit or tremendous" respect to them. 16% felt some respect. 4% felt "a little bit of respect" and 2% felt none. This same group marked the District's greatest area for growth the same as teachers: feedback on their work performance. 23% of non-classroom school staff said they get "almost no input" into individualizing their own professional development opportunities. 16% said they get a "little bit of input." 31% get "some input," 23% "quite a bit" and 9% said a "tremendous amount."

In addition to the community engagement meetings and student, parent/guardian, and staff surveys, the District presents its proposed goals and actions to a large body of constituents detailed in the timeline above. Their input can also be seen stamped on this last version of our 2021-24 plan. From the continuance of providing at-home technology and summer enrichment for students needing them, to the use of asset-based terms, to the addition of a Multi-Tiered Student Support Policy Bulletin, the impact of these goal and action reviews can be found throughout the LCAP. Please see below for more specifics as to the changes that were made based on constituent feedback.

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. The movement of some of the sunsetting Goal Five's items making it to Goal One was of concern to some who wanted the District to not lose the provision of laptops and internet for those students requesting, and enhanced summer school for credit recovery and enrichment. In Goal Two, questions about the results in the adjustment of math courses for incoming ninth graders led to an expanded Action 2.1 to continually track results. In 2.3, an action to "continue to partner with the feeder districts to align reclassification criteria efforts and improve district-wide reclassification efforts through documentation of the process and streamlining efforts to increase the number of LTEL and ELSWD reclassified to fluent in English (RFEP)." 2.4 sees the expansion of child find training to all paraprofessionals and continues training teachers and case managers to consistently assign accommodations/domain exemptions and designate them on appropriate testing and learning environments, as well as the reclassification process. In Goal Three, Action 3.1, the Policy Bulleting for MTSS is new, as is the development of an SEL Framework. Action 3.5 was added to include improving student attendance as this came up as an area of improvement from several constituent groups. Throughout Goal 3 are enhanced actions to continue to work to address heightened mental health needs, as expressed by many constituents.

Goals and Actions

Goal

Goal #	Description
1	Original Goal: The District will strengthen quality curriculum, instruction, and preparation for college, career, adult, and civic responsibilities for all students. 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. New Goal: The District will improve preparation for college, career, adult, and civic responsibilities for all students by strengthening quality curriculum and instruction, including building on innovative practices developed during distance learning.

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 grade-level 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. With the addition to this goal of "building on innovative practice developed during distance learning, this goal has a new action that speaks to the supports put in place to help students return to in-person instruction without losing the innovative practices developed during distance learning. 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.	21-22 SBAC Score: ELA: 71% met or exceeded Math: 50% met or exceeded		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 in ELA 3.66% of English learners met or exceeded standards in Math 42.6% of students with socioeconomic disadvantage met or exceeded standards in ELA; 19% of students with socioeconomic disadvantage met or exceeded standards in Math	Year one CAASPP was not viable for 11th graders.	21-22 SBAC Scores: 7% of English learners met or exceeded standards in ELA; 2% of English learners met or exceeded standards in math. 42% of students with socioeconomic disadvantage met or exceeded standards in ELA; 16% of students with socioeconomic disadvantage met or exceeded standards in math 33% of African American students		20% increase over three years

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	48% of African American students met or exceeded standrads in ELA 23% of African American students met or exceeded standards in Math		met or exceeded standards in ELA 11% of African American students met or exceeded standards in Math		
A-G completion rates by demographic group Original baseline changed to Class of 2019 as Class of 2020 had P/NP and is, therefore, not a like measure.	Adding the 2019 baseline to indicate a non-COVID year Class of 2019 A-G Completion of Graduates in 4-year Cohort: Overall (1146/1927): 59% Asian (144/177): 81% White (622/815): 76% Two or More (25/31): 81% Combined (Asian/White/Two or More) (791/1023): 77.3% African American (21/54): 39%	Class of 2021 A-G Completion of Graduates in 4-year Cohort: Overall (1249/2009): 62% Asian (172/193): 89% White (612/804): 76% Two or More (93/120): 78% Combined (Asian/White/Two or More) (877/1117): 78.5% African American (12/43): 28% Latino/a (313/758): 41% Pacific Islander (7/42): 16%	Class of 2022 A-G Completion of Graduates in 4-year Cohort: Overall (1346/2072): 65% Asian (156/195): 80% White (729/905): 81% Two or More (105/124): 84% Combined (Asian), White/Two or More): (990/1224): 81% African American (15/47): 32% Latino/a (308/720): 43% Pacific Islander (18/52): 35%		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
	Latino/a (296/756): 39% Pacific Islander (8/43): 19% Combined (AA, L, PI) (325/853): 38.1% GAP of COMPLETION: 39.2% Class of 2020 A-G Completion of Graduates in 4-year Cohort: Overall (1260/1897): 67% Asian (155/178): 87% White (662/810): 82% Two or More (61/81): 75% Combined (Asian/White/Two or More) (878/1069): 82% African American (21/43): 49% Latino/a (322/704): 46% Pacific Islander (13/42): 31%	Combined (AA, L, PI) (332/843): 39.3% GAP of COMPLETION: 39.2% Same Gap as 2019.	Combined (AA, L, PI) (341/819): 38% GAP of COMPLETION: 43%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Combined (AA, L, PI) (366/789): 47% 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.	41% of students currently indicate that they find their classes interesting.		Raise student engagement in classes to 65% over three years
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; 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 %	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 %	22-23 ELA ICA Scores: 9th (n=1618) 59% Correct, Did not meet target. 38.9% Evidence of Strength 47% Proficient or Near Proficient 14% Incomplete Evidence 10th (n=1750) 63% Correct, Did not meet target. 47.4% Evidence of Strength		20% increase over three years

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

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.

Including 2019-20 in Math as well, due to the pandemic and | Correct, 39.2% Met/Exceeded Standards ELA 12 - (n=1927) - 56.6% Average % Correct, 47% Met/Exceeded Standards

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 meeting/exceeding standards. Class of 2023 showed decline from 47.2% to 39.2% in meeting/exceeding standards. We will study the correlation between ELA ICA Grade 11 and with this years performance on the SBAC ELA.

21-22 Math ICA Scores | 42.5% Evidence of Proficient or Near Proficient 10.1% Incomplete Evidence

11th (n=1872) 55.2% Correct, Did not meet target. 33.5% Evidence of Strength 46.5% Evidence of Proficient or Near Proficient 20% Incomplete Evidence

12th (n=1794) 53% Correct, Did not meet target. 32.1 Evidence of Strength 43.8% Evidence of Proficient or Near Proficient 24.1% Incomplete Evidence

MATH ICA SCORES: Math 9th Grade (n=1758), 61% No Support, 39% Need Support, Did not meet target. | | |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	wanting to see trends over time: Math 9 - (n=2026), 72% No Support, 28% Need Support Math 10 - (n=2089), 75% No Support, 25% Need Support Math 11- (n=1898), 80% No Support, 20% Need Support Math 12- (n=1518), 82% No Support, 18% Need Support	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	Math 10th Grade (n=1812), 65% No Support, 35% Need Support, Did not meet target. Math 11th Grade (n=1882), 67% No Support, 33% Need Support, Did not meet target. Math 12th Grade (n=1600), 65% No Support, 35% Need Support, Did not meet target. Note: A correlation analysis has taken place to show at least 0.80 pearson correlation between the ICA and SBAC in ELA and Math.		
Teacher participation in Constructing Meaning Institutes.	50% of current classroom teachers have completed a five-day Constructing Meaning Institute as of 2020-21 school year.	55% of current classroom teachers have completed a five-day Constructing Meaning Institute as of 2021-22 school year. 37 staff participated in multi-day Institute in 2021-22	50% of current classroom teachers have completed a five-day Constructing Meaning Institute as of 2022-23 school year. 60 staff participated in multi-day Institute in 2022-23.		75% of staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	10.5% of students in 2022-23 participated in a CTE pathway, taking a CTE class taught by a CTE credentialed teacher.		11%
SED Student Engagement Survey Results	56% of SED students currently find school engaging	60% of SED students currently find school engaging	Survey questions were altered: 24%/26% of students who participate in Free/Reduced lunch respond that they are "eager to participate in class." 39%/35% of students who participate in Free/Reduced lunch respond that "overall, they find their classes interesting."		65%
EL Student Engagement Survey Results	60% of EL students currently find school engaging	64% of EL students currently find school engaging	Survey questions were altered: 24% of students who are English Learners respond that they are "eager to participate in class."		69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			39% of students who are English Learners respond that "overall, they find their classes interesting."		
FY Student Engagement Survey Results	50% of FY students currently find school engaging	53% of FY students currently find school engaging	Less than 11 students who are considered Foster Youth answered the survey. Therefore we can not report to protect privacy.		59%
% of teachers appropriately assigned.	100% of teachers appropriately assigned	100% of teachers appropriately assigned	100%		100%

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. 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 provide access to A-G pathways for all students in 9th grade. Specifically, we will provide professional development and in-class coaching aligned to Math Initiative instructional approaches. We will also measure progress using course-specific benchmarks and yearly	$692,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		interim comprehensive assessments. We are supported in our math initiative by two consulting groups. 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 align year-long course scopes/sequences and 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 supplementary curriculum resources, such as Gizmos, and 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 EML 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		

Action #	Title	Description	Total Funds	Contributing
		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 in order to build literacy for English learners reading below grade level in their home language. 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. 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. We will continue Subject Area Councils in core subject areas as well as CTE, VPA, World Languages, PE and SPED.		
1.2	PD and support for equitable access to standards-aligned rigor and quality interactions in classroom instruction	SUHSD will continue to provide a robust set of professional development offerings through August Teacher 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 (5.6 FTE), an ELD and Literacy Coordinator, and a Coordinator of Technology and Innovation. We will offer professional development and coaching opportunities for differentiation within each subject area. Additional professional learning will be offered in these and additional areas: co-teaching, Universal Design for Learning, culturally-responsive teaching, flipped and blended instruction, equitable grading practices, and alternative	$1,514,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		programs focused on post-secondary opportunities and CTE Pathways. We will expand site instructional leadership capacity in order to support the classroom implementation of the targeted instructional shifts, including conducting Instructional Rounds. To accomplish this, large traditional sites will hire an additional administrative staff member.		
1.3	Integrated ELD	SUHSD is in progress with providing training to all teachers in the area of integrated ELD strategies. We will continue to expand training and implementation of these strategies. In order to do this, we will continue to fund CM instructional coach, expand CM Institute participation in additional departments, and offer CM Institutes for staff new to district. Additionally, we will support for classroom implementation of integrated ELD strategies in the classroom through the following efforts: implementation support cohorts, individual coaching cycles, instructional rounds, on-site PD, and model lesson studies. Additionally, we will expand leadership capacity by increasing number of secondary CM certified lead teachers and apprentices. We will also focus on curriculum and instruction in content-area classes designed for English learner newcomers (EML, Emerging Multilingual Learner, courses). This will include developing curriculum criteria for EML classes and applying the criteria to develop EML-specific curriculum. This will be paired with professional development support for course teams of EML teachers. We will carry out this process first with the Ethnic Studies EML teachers. We will then, soliciting input from site leaders and department chairs, prioritize subsequent EML course teams for curriculum development and support.	$301,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Best practices/additional supports post distance learning	In our ongoing work to help student's recover from academic struggles during distance learning while embracing some of the innovative practices learned during that time, the district will continue to: offer credit recovery in summer school; extended school year for students with disabilities; provide mental health counseling during the summer (in addition to the school year); offer summer enrichment for ELD students and incoming ninth graders in need of academic supports, provide personal devices and hot spots for all students requesting them; and provide 24/7 online tutoring for additional support.	$3,365,519.00	No

Goal Analysis [2022-23]

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.

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.

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

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 1.4 was formerly Goal 5. Goal 5 primarily addressed the return to in-person learning following the pandemic. The action was incorporated into Goal 1 in order to maintain ongoing actions related to curriculum and instruction that were originally a component of the transition from distance to in-person learning. The outcomes, actions, and metrics remain the same.

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. 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. 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 opportunity 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). Note, the Class of 2022 showed a 17% gap, but the gap is down 3% points since 2020). Notably both groups increased in their grade rate (97% non-SED - up 1% point) and 80% SED - up 4% points. Both groups (non-SED and SED graduates) showed improvement while also reducing the equity gap. The non-SED graduates meet A-G at 80% (1060/1319) where the SED graduates meet A-G at a rate of 38% (286/753). In this case the gap widened from 2020, with the SED going down by 4% points and non-SED also decreasing 1%. In essence we have made greater headway in Graduation, compared with A-G, but tour students who are in the SED subgroup have not come back to pre-pandemic rates of meeting A-G. Thus, this is still a major goal that we must continue to pursue.

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 Emerging Multilingual 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 as well as Hispanic students eligible for Specific Learning Disability. 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 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

60% of Students who are English Learners from the Cohort Class of 2019 (254 out of | 61% of Students who are English Learners from the Class of 2021 (215 out of 353) graduated from SUHSD in 4 years.

The percentage of EL students graduating | 66% of Students who are English Learners from the Class of 2022 (247 out of 374) graduated from SUHSD in 4 years. Went up 6% from 2019 | | 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
	425) graduated from SUHSD in 4 years. 63% of Students who are English Learners from the cohort Class of 2020 (252 out of 400) graduated from SUHSD in 4 years	went up by 1% from 2019 and down by 2% from 2020..			
A-G Course Completion Rate of Graduates who are English Learners	Adding the 2019 baseline to indicate a non-COVID year 22% of the Graduates who were English Learners in the cohort Class of 2019 (56 out of 254) met A-G Requirements. 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. The percentage of EL students meeting A-G increased by 1% compared to 2019 and 2020.	18% of the Graduates who are English Learners in the cohort Class of 2022 (39 out of 247) met A-G requirements. We decreased 3% in A-G compared to 2019.		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	68% of Students with Disabilities from the cohort Class of 2021 (204 out of 302)	76% of Students with Disabilities from the cohort Class of 2022 (251 out of 332)		75% of Students with Disabilities in the cohort Class of 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	72% of the Students with Disabilities in the cohort Class of 2019 (208 out of 291) graduated from SUHSD in 4 years. 65% of Students with Disabilities from the cohort Class of 2020 (185 out of 283) graduated from SUHSD in 4 years.	graduated from SUHSD in 4 years. Students with disabilities went up by 3% for 2021, meeting the targeted graduation outcome for 2021, which was 68%.	graduated from SUHSD in 4 years. Met Interim Target for 2022.		will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Students with Disabilities	Adding the 2019 baseline to indicate a non-COVID year 20% of the Graduates who are Students with Disabilties in the cohort Class of 2019 (42 out of 208) met A-G requirements. 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. The percentage of Students with Disabilities meeting A-G went up by 1% from 2019, and down by 1% from 2020.	26% of the Graduates who are Students with Disabilities in the cohort Class of 2022 (65 out of 251) met A-G requirements. Met Interim Target for 2022.		32% of the Graduates who are Students with Disabilities 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
Graduation Rate of Students experiencing Homelessness	Adding the 2019 baseline to indicate a non-COVID year 61% of Students experiencing Homelessness from the cohort Class of 2019 (30 out of 49) graduated from SUHSD in 4 years. 61% of Students experiencing Homelessness from the cohort Class of 2020 (20 out of 33) 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. The percentage of students experiencing homelessness graduating increased by 10%, surpassing the 3-year and annual target.	65% of Students experiencing Homlessness from the Cohort Class of 2022 (13 out of 20) graduated from SUHSD in 4 years. Met Interim Target for 2022.		71% of Students who are experiencing Homelessness from the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Students experiencing Homelessness	Adding the 2019 baseline to indicate a non-COVID year 33% of the Graduates who are Students experiencing Homelessness in the cohort Class of 2019 (10 out of 30) met A-G requirements. 20% of the Graduates who are Students	20% of the Graduates who are Students experiencing Homelessness in the Cohort Class of 2021 (3 out of 15) met A-G requirements. The percentage of graduates experiencing homelessness who met A-G was similar	15% of the Graduates who are Students experienceing Homelessness in the Cohort Class of 2022 (2 out of 13) met A-G requirements. Down 5% from 2021.		30% of the Graduates who are Students experiencing Homlessness 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
	experiencing Homelessness in the cohort Class of 2020 (4 out of 20) met A-G requirements	to 2020 and down by 10% from 2019.			
Graduation Rate of Students who are Foster Youth	Adding the 2019 baseline to indicate a non-COVID year 53% of Students who are Foster Youth in the cohort Class of 2019 (10 out of 19) graduated from SUHSD in 4 years. 39% of Students who are Foster Youth in the cohort Class of 2020 (5 out of 13) graduated from SUHSD in 4 years.	54.5% of Students who are Foster Youth in the Cohort Class of 2021 (6 out of 11) graduated from SUHSD in 4 years. The percentage of Foster Youth graduating surpassed the annual target as well as the three year targeted outcome.	No data reported. Cohort was less than 11 students.		49% of Students who are Foster Youth in the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are Foster Youth	Adding the 2019 baseline to indicate a non-COVID year 10% of the Graduates who are Foster Youth in the cohort Class of 2019 (1 out of 10) 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. The percentage of Foster Youth graduates meeting A-	No data reported. Cohort was less than 11 students.		30% of the Graduates who are Foster Youth 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
	20% of the Graduates who are Foster Youth in the cohort Class of 2020 (1 out of 5) met A-G requirements	G is slightly down from 2020, but huge increase from 2019, up by 7%.			
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 the cohort Class of 2019 (828 out of 1107) graduated from SUHSD in 4 years. 76% of Students who are Socio-Economically Disadvantaged from the cohort Class of 2020 (742 out of 980) graduated from SUHSD in 4 years.	75% of Students who are Socio Economically Disadvantaged from the Cohort Class of 2021 (756 out of 1003) graduated from SUHSD in 4 years. The percentage of students who are SED graduating is the same % as a normal non-COVID year (2019), and down by 1% from 2020.	80% of Students who are Socio Economically Disadvantaged from the Cohort Class of 2022 (753 out of 942 graduated from SUHSD in 4 years. Went up 5% from 2019.		81% of Students who are Socio-Economically Disadvantaged in the cohort Class of 2023 will graduate from SUHSD in 4 years.
A-G Course Completion Rate of Graduates who are	Adding the 2019 baseline to indicate a non-COVID year	38% of the Graduates who are Socio Economically Disadvantaged in the	38% of the Graduates who are Socio Economically Disadvantaged in the		52% of Graduates who are Socio-Economically Disadvantaged in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socio-Economically Disadvantaged	36% of the Graduates who are Socio Economoically Disadvantaged in the cohort Class of 2019 (298 out of 828) met A-G Requirements. 42% of the Graduates who are Socio-Economically Disadvantaged in the cohort Class of 2020 met A-G requirements (315 out of 742)	Cohort Class of 2021 (289 out of 756) Met A-G Requirements. Up 2% from 2019. The percentage of graduates who are SED and met A-G is up by 2% from 2019 and down 4% from 2020.	Cohort Class of 2022 (286 out of 753) Met A-G Requirements. Up 2% from 2019.		cohort Class of 2023 will meet A-G requirements,
Identification of disproportionality for students with a disability in any ethnic subgroup.	Adding the 2019 baseline to indicate a non-COVID year In 2019-20, SUHSD was identified for disproportionality, based on African American students with Other Health Impairment (OHI) In 2020-21, SUHSD was identified for disproportionality, based on African American students with Other Health	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 has been identified for disproportionality based on Hispanic students with a Specific Learning Disability (SLD). Did not meet target.		SUHSD will not be identified for disproportionality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Impairment (OHI) as well as Hispanic students with a Specific Learning Disability (SLD)				
Reclassification Rates of English Learners	2018-19, 2.6% of English Learners were reclassified.	76 out of 1322 English Learners were Reclassified in 2020-21 (5.7%)	6.6% of English Learners were reclassified. Did not meet target but improved since 2018-19.		20% of English Learners will be Reclassified

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Identify and remove barriers for students to meet UC A-G Requirements, necessary for meeting college and career pathways.	SUHSD has adjusted ninth grade course offerings in math over the last three years to eliminate courses that do not count towards the A-G requirements. Starting in 2021-22 school year, the math program no longer offered 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). We have shared preliminary data about the success of this initiative and continue to evaluate this initiative, with the first participating cohort of students ready to graduate. We will continue to analyze the Math Initiative with a lens towards examining on course completion to meet A-G requirements. As part of this analysis, we also plan to identify successful interventions that have been used at each school site to support students who are struggling to pass Algebra I.	$1,937,721.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 measure 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. We have shared preliminary data about the success of this initiative and continue to evaluate this initiative, with the first participating cohort of students ready to graduate. In addition, 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, Upward Bound, 49ers Academy, Boys & Girls Club UC A-G enhancement programs). As such, we will continue to explore pathways for students who are credit deficient in reaching high school graduation. To that end, we have been developing a College and Career Readiness Guide (CCRG) with Spotlight/Pearson to provide families with a clearer understanding of their child's progress towards graduation and meeting A-G requirements. We sent out a beta-version of the CCRG to sophomores in the Summer of 2022 and we are planning another round of reports to freshman, sophomores and juniors in Spring 2023. The purpose of these reports is to help students navigate the educational landscape and understand the requirements necessary to graduate and meet admissions requirements for the UC/CSU system.		

Action #	Title	Description	Total Funds	Contributing
		Lastly, we plan to pursue more data transparency around equity gaps and annual reporting to the Board for actions/recommendations. We have reviewed several data platforms for adoption to help administrators and teachers across the sites use data more effectively in their daily work. Creating a local dashboard that is visual, dynamic and accurately reflective of the kind of equity data that is important to us and helps move us towards meeting these goals. The expenditures related to these data platforms and dashboards will be reflected in Goal 6 around Data.		
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 the Equity & Diversity Council at the district level and is working to ensure that every school site has its own council focused on students' needs. Efforts to define a structure for each of these councils, with anticipated outcomes related to equity should also take place. SUHSD is examining current job roles and responsibilities that focus on equity and supporting the needs of Emerging Multilingual and BIPOC students (e.g. Satellite role on each campus, IVP or AVP, School Site Equity Coordinator). This effort 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 comprised of BIPOC students. 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.). Efforts to increase outreach can include working with our community partners and more opportunities for training our school staff, such as our parent liaisons..	$275,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SUHSD adopted Ethnic Studies as a graduation requirement and has implemented this curriculum for all students in the Class of 2025 and beyond.		
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. SUHSD will review, track and implement appropriate modified graduation requirements for FY/EL students that meet eligibility based on current Assembly Bills (AB2121/AB167). The sites will work in collaboration with SUSHD to provide additional case management to support all foster youth. 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. SUHSD is working to address the needs of late-arriving ELD students with interrupted education (e.g., course placement, literacy support, mental health, and trauma-informed practices). SUHSD will identify students who are in need of intervention services, using the MTSS framework and systematize strategies to support our Long Term ELs. SUHSD will continue to partner with the feeder districts to align reclassification criteria efforts and improve district wide reclassification efforts through a documentation of the process and streamlining efforts to increase the number of LTEL and ELSWD reclassified to fluent in English (RFEP).	$91,316.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Implement the improvement strategies to address pupil outcomes for Students with Disabilities	SUHSD will collaborate with feeder middle schools on the matriculation process for high school (e.g., availability of middle school therapeutic placements). SUHSD will improve data tracking with SMCOE to verify SEIS data transfer to SUHSD. SUHSD will examine the Annual Address Verification Process. SUHSD will look into a District run therapeutic Extended School Year (ESY) in place of Middle School Non-Public School ESY placement. SUHSD will offer Behavior support training for current SCIA and Paraprofessional staff in order to prevent NPS placement due to conduct disorder. SUHSD will increase district program options for students currently placed in NPS such as Satellite and Satellite Plus. SUHSD will collaborate with general education on increased child find efforts for general education students placed in unilateral residential placements. SUSHD will participate in CCEIS (Comprehensive Coordinated Early Intervening Services) with a fully state and board approved plan to address inequity. SUHSD will reduce the disproportionality of African American students being identified for Other Health Impairment. SUHSD will ensure that English Learners with Disabilities are supported by asking Case Managers to work collaboratively with	$123,054.00	No

Action #	Title	Description	Total Funds	Contributing
		Bilingual Resources Teachers around decisions that support reclassification and accommodations on the state testing. SUHSD will expand training for all Paraprofessionals and Paras, including those assigned as 1:1 aides on specific health needs of students, academic supports, etc, SUHSD will identify students who are in need of intervention services, using the MTSS framework SUHSD will train teachers and case managers to effectively make accommodations/domain exemptions and designate them on appropriate testing and learning environments, as well as the reclassification process.		

Goal Analysis [2022-23]

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.

SUHSD worked with the Stanford Sequoia Collaborative, and California Ed Partners to partner with the feeder districts and align reclassification criteria efforts and improve district wide reclassification efforts through a documentation of the process and streamlining efforts to increase the number of LTEL and ELSWD reclassified to fluent in English (RFEP). A bulletin was created and we added a metric to our goals to track our progress. Thus far, we have improved our reclassification and plan to continue to monitor our efforts. The College and Career Readiness Guides which were started in design during the 2021-22 school year has taken a significant amount of time to get just right. While the design of the CCRG is complete, we have been correcting any necessary data on the back end to ensure that the reports we share with parents are as accurate as possible. While we intended to get two reports out to families in the 2022-23 school year, it is likely we may only be able to do this once due to the data cleaning that needs to take place. We have not yet increased the number of primary language courses offered to Spanish-speaking students. On the positive side, we have been able to start exploring options for students who qualify for AB2121, by visiting some model examples in nearby districts, and we are in the process of investigating this further. We are in the final stages of selecting a data analytics platform and hope to launch over the summer.

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.

We spent the funds as anticipated, but we have not yet purchased a data analytics platform.

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

The specific actions listed are comprehensive and effective in helping us make progress towards this goal.

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.

There have been no changes to the planned goals, outcomes or actions. We did add one metric, which is the measuring the number of Emerging Multilingual Learners who are reclassified..

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)	22.8% (DataQuest, 2021-22)		12% Chronic Absenteeism Rate for all students.
Graduation Rate	86.7% (CA Dashboard, 2019)	87.1% (SUHSD Dashboard, 2020)	90.4% (SUHSD Dashboard 2021-22)		92% Graduation Rate for all students.
Suspension Rate	3.8% (DataQuest, 2020)	0.0% (DataQuest, 2020-21)	3.6% (DataQuest, 2021-22); Differentiated Assistance Data not yet available as of 4/26/23		2.5% Suspension Rate for all students.
Expulsion Rate	0.0% (DataQuest, 2020)	0.0% (DataQuest, 2020-21)	0.03% (DataQuest, 2021-22)		0.0% Expulsion Rate for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Data for School Engagement and School Safety	62% (Grade 9) and 52% (Grade 11) ("School Connectedness" from CHKS, 2021); 76% (Grade 9) and 66% (Grade 11) ("School perceived as very safe or safe" from CHKS, 2021)	62% (Grade 9) and 61% (Grade 11) ("School Connectedness" from CHKS, 2022); 68% (Grade 9) and 72% (Grade 11) ("School perceived as very safe or safe" from CHKS, 2022)	CHKS Data Not Released as of 4/26/23 35% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding Engagement. 64% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding School Safety.		70% (Grade 9) and 60% (Grade 11) ("School Connectedness" from CHKS); 85% (Grade 9) and 75% (Grade 11) ("School perceived as very safe or safe" from CHKS)
Panorama Student Success Data on Academic, Behavior, Attendance domains			44% of Sequoia Union High School District students with data are on track in academics in the 2022–2023 year (3,741 of 8,489). 230 students do not have academics data; 29% of SUHSD students with data are critical in academics in the 2022-2023 year.		65% of Sequoia Union High School District students with data will be on track in academics. 88% of Sequoia Union High School District students with data will be on track in attendance. 98% of Sequoia Union High School District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			72% of Sequoia Union High School District students with data are on track in attendance in the 2022–2023 year (6,265 of 8,719). 11 % of SUHSD students with data are critical in attendance in the 2022-2023 year. 98% of Sequoia Union High School District students with data are on track in behavior in the 2022–2023 year (8,536 of 8,719). As of 04/26/2023, there were a total of 2,684 behavioral incidents district wide.		students with data will be on track in behavior and there will be a use of Restorative Practices and alternatives to suspension.
Panorama Survey Data on Social Emotional Learning Competencies			59% of Sequoia Union High School District students with data are on track in SEL in the 2022–2023 year (3,937 of 6,708). 2,011 students do not have SEL data. 83% of students (for whom data was		70% of Sequoia Union High School District students with data are on track in SEL. 85% of students (for whom data is available) district wide will respond favorably to Panorama Survey questions surrounding

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			available) district wide responded favorably to Panorama Survey questions surrounding Supportive Relationships.

69% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding Diversity and Inclusion.

63% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding Social Awareness.

58% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding Self-Efficacy.

53% of students (for whom data was | | Supportive Relationships.

75% of students (for whom data is available) district wide will respond favorably to Panorama Survey questions surrounding Diversity and Inclusion.

70% of students (for whom data was available) district will respond favorably to Panorama Survey questions surrounding Social Awareness.

65% of students (for whom data was available) district will respond favorably to Panorama Survey questions surrounding Self-Efficacy.

65% of students (for whom data was available) district will respond favorably to Panorama Survey |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			available) district wide responded favorably to Panorama Survey questions surrounding Learning Strategies. 49% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding School Climate. 47% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding Emotion Regulation. 43% of students (for whom data was available) district wide responded favorably to Panorama Survey questions surrounding Cultural Awareness and Action. 39% of students (for whom data was available) district wide		questions surrounding Learning Strategies. 65% of students (for whom data was available) district will respond favorably to Panorama Survey questions surrounding School Climate. 65% of students (for whom data was available) district will respond favorably to Panorama Survey questions surrounding Emotion Regulation. 65% of students (for whom data was available) district will respond favorably to Panorama Survey questions surrounding Cultural Awareness and Action. 60% of students (for whom data was available) district will respond favorably to Panorama Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			responded favorably to Panorama Survey questions surrounding Sense of Belonging.		questions surrounding Sense of Belonging.
Comprehensive Coordinated Early Intervening Services (CCEIS) Disproportionality Data			Within Sequoia Union High School District, the risk ratio for Hispanic students with a Specific Learning Disability (SLD) (3.2) currently exceeds the State's risk ratio threshold (3.0).		The risk ratio for Hispanic students with a Specific Learning Disability (SLD) will meet the State's risk ratio threshold (3.0).
African American Students Suspension Rate	11.6% of AA students were suspended. "Red" on California Dashboard.		9.5% of AA students were suspended. Very Low on California Dashboard.		Significantly reduce % of African American students suspended, such that is no longer a Very Low/Red Indicator on the California Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Multi-Tiered System of Supports (MTSS) coordination of practice and expectations	The district will: Develop an MTSS Policy Bulletin by the 2023-2024 school year, including: An MTSS Toolkit for resources and tools to assist site teams in implementing MTSS Phased implementation plan templates Coaching and support for Implementation teams Data analysis development and support for Implementation Plans	$1,345,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Develop an MTSS Committee to review and integrate practices in all domains of MTSS Provide Professional Development for MTSS to site teams building their Implementation Plans and provider groups calibrating and expanding practices (i.e.MTSS Committee, MTMDSS Professional Development for School Counselors, District Professional Development opportunities) Align scope of intervention services and practice (i.e. Wellness Center model, Staff Wellness, Restorative Practices/Discipline Matrix alignment, Academic Interventions); Align pre-referral data analysis and referral processes to access intervention supports and remove inequitable intervention access for disproportionate student groups (i.e. Mental Health support, Student Study Team intervention planning, Literacy Audit, Child Find training, Disproportionality plan); Develop SEL Framework, including: Scope and Sequence aligned with CASEL, CDE Mental Health Model, and TSEL standards Continue the SEL Pilot Cohort and build recommendations for practices Develop supports for BIPOC students and staff dealing with racial trauma Analyze and support appropriate staffing levels for tiered intervention expansion		
3.2	Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery	This district will: • Create and provide effective universal screening in SEL, Behavior, Academic, and College/Career domains (i.e. Panorama Surveys, CHKS, SMCOE screenings, Articulation Assessments) and provide MTSS lead team support and time for data analysis and planning	$614,684.00	No

Action #	Title	Description	Total Funds	Contributing
		• 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); • Develop and expand alternative pathways for learning (alternative programs/placements, scheduling that is flexible, etc.)		
3.3	Multi-Tiered System of Supports (MTSS) Data System	The district will: • Broaden data sources for social-emotional learning (SEL), academic, attendance and behavioral interventions; communication of student data to stakeholders • Align data applications to prevent duplicative data-tracking • 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), and include a diverse group of educator voices in the teams reviewing this data	$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: • Provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.; • Increase collaborative communication system identifying health, wellness, and educational student/family needs and	$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coordinating district and community supports and services; and • Provide Professional Development on Trauma-Informed Practices to LEP and ELD teachers to expand student engagement.		
3.5	Improve Student Attendance	The District will provide ongoing training of staff on the updated SART/SARB Policy Bulletin Processes, the Attention2Attendance attendance monitoring system, and the Multi-Tiered System of Supports (MTSS) data system increase Tier II and Tier III supports of students who are chronically absent/truant, increase school site staffing supports (6.0 FTE Community Liaison Workers - Bilingual) to conduct home visits, coordinate attendance conferences, and address welfare issues	$400,000.00	No

Goal Analysis [2022-23]

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 has been a shift from SEL Task Force to SEL Pilot Cohort and MTSS Committee to support ongoing plan development and implementation, as this allows for implementation science of practice, implement, data collection, and implementation revisions.

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.

For Action 3.1, a difference between the Budget and Estimated Actual Expenditures exists due to the inability to fully staff all personnel positions. Some of the vacancies transitioned from staff to contracted workers, which resulted in diminished expenditures. For Action 3.2, funding was previously utilized for a 0.5 FTE Mental Health Support Specialist; this staff member accepted a position elsewhere in the district and the responsibilities shifted to a current staff member (already funded).

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

These actions were appropriate at the time to begin to conduct a needs assessment of the current systems and structures in place in the district in Academic, SEL, Behavior and College and Career. Further development of target areas for activities naturally progressed from this initial deep dive into the system.

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.

There has been an expansion of Social Emotional Learning survey abilities to better understand student and staff needs for wellness and instruction in SEL, therefore additional data collection metrics have been included. Action 3.5 was added for 20223-2024. This action supports the overall goal by working to improve student attendance. This will include developing a robust Attendance Intervention system/process to include additional school site staff members. These members, Community Liaison Workers-Bilingual, will be the communication link between administrators, faculty, counselors, students, parents, and community organizations regarding school, attendance, and available school/community resources, programs, procedures, standards, laws and requirements.
They will also conduct home visits, coordinate attendance conferences, and address student welfare issues.

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. SUNSETTING

An explanation of why the LEA has developed this goal.

For the 2023-24 school year, the District is sunsetting this goal because most of its actions have been completed and measurements successful. Most remaining actions are being absorbed into other goals.

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 class, making it a full 9-12 program.	TIDE enrollment for 2023 rose another 59 students from the year prior.		Grade 9 - 12 enrollment complete
WASC Action Plans Successfully Completed	0%. Current WASC action plans for EPAA, TIDE, and Redwood High School: work begins in 2021-22.	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	All three schools have successfully completed their WASC accredidataion visits, each earning six years with a three year visit.		Successful WASC accreditation visits for all three small high school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		their next accreditation visit.			
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.	Based on related survey questions, overall satisfaction is estimated at 81% based on total responses from these alternative program students and parents.		Maintain a satisfaction level of over 80%

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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 two main differences between how the goal was carried out in 2022-23 as compared to 2021-22. The first substantial difference was that most of the goal's actions were completed by early 2023 whereas in 2021-22 we were still steeped in the work. For 4.1, with its first four-year cohort, TIDE's vision, curriculum, and instruction were in place at the beginning of the 2022-23 school year and the site earned a six-year WASC accreditation with a three-year visit. For Action 4.2, TIDE's seniors entered their capstone courses for CTE pathways in facilities that accommodated this certification. Action 4.3 was about supporting WASC action plans at East Palo Alto Academy and Redwood High School. These also ended successfully with both schools earning six-year WASC accreditations with three-year visits. Action 4.6 also completed with the alternative program planning done via the successful WASC action plans at each site. The second substantial difference

in planned actions and actual implementation was that the district position of Executive Director of Small Schools was sunsetted at the end of 2021-22. Because of this, proposed Action 4.7 of creating and maintaining a descriptive catalog of small schools wsa abandoned as the staff is not in place to complete this project.

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 little 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.

For 4.1, with its first four-year cohort, TIDE's vision, curriculum, and instruction were in place at the beginning of the 2022-23 school year and the site earned a six-year WASC accreditation with a three-year visit. For Action 4.2, TIDE's seniors entered their capstone courses for CTE pathways in facilities that accommodated this certification. Action 4.3 was about supporting WASC action plans at East Palo Alto Academy and Redwood High School. These also ended successfully with both schools earning six-year WASC accreditations with three-year visits. Action 4.6 was also completed with the alternative program planning done via the successful WASC action plans at each site. All of these actions illustrate the support for supporting successful student outcomes at our small schools.

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 is sunsetting as Actions 4.1, 4.2, 4.3, and 4.6 have been completed. Action 4.7 has been abandoned due to a change in available staff. Action 4.5 is a part of our Living the Promise MOU with our partner districts, and 4.4 is now in the new Goal 6.

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. SUNSETTING

An explanation of why the LEA has developed this goal.
For the 2023-24 school year, the District is sunsetting this goal. Having returned to full in-person instruction, the first half of the goal has been met. The remaining portion of the goal, "building on innovative practices from distance learning," is being incorporated into Goal One actions.

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	41% of students currently indicate that they find their classes interesting.		65%
SED Student Engagement Survey Results	56% of SED students currently find school engaging	60% of SED students currently find school engaging	Survey questions were altered: 24%/26% of students who participate in Free/Reduced lunch respond that they are "eager to participate in class." 39%/35% of students who participate in Free/Reduced lunch respond that "overall,		65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			they find their classes interesting."		
EL Student Engagement Survey Results	60% of EL students currently find school engaging	64% of EL students currently find school engaging	Survey questions were altered: 24% of students who are English Learners respond that they are "eager to participate in class." 39% of students who are English Learners respond that "overall, they find their classes interesting."		69%
FY Student Engagement Survey Results	50% of FY students currently find school engaging	53% of FY students currently find school engaging	Less than 11 students who are considered Foster Youth answered the survey. Therefore we can not report to protect privacy.		59%
% of teachers appropriately assigned.	100% of teachers appropriately assigned	100% of teachers appropriately assigned	100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.3				

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

For the 2023-24 school year, the District is sunsetting this goal. Having returned to full in-person instruction, the first half of the goal has been met. The remaining portion of the goal, "building on innovative practices from distance learning," is being incorporated into Goal One actions. Also of note is that there has been a change made to the survey questions around student engagement. Rather than one question there are now two and only students who "strongly agree" or "agree" are included as giving a positive response. This was done as the District felt the prior single question was too broad and because the goal is "strongly agree" or "agree": not "somewhat agree."

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 little 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.

Students have returned to school so all actions associated with that portion of the goal were successful. Innovative practices are now a part of Goal One where innovative practices learned during the Pandemic. The District will continue to: offer credit recovery in summer school; extended school year for students with disabilities; provide mental health counseling during the summer (in addition to the school year); offer summer enrichment for ELD students and incoming ninth graders in need of academic supports, provide personal devices and hot spots for all students requesting them; and provide 24/7 online tutoring for additional support.

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.

For the 2023-24 school year, the District is sunsetting this goal. Having returned to full in-person instruction, the first half of the goal has been met. The remaining portion of the goal, "building on innovative practices from distance learning," is being incorporated into Goal One actions.

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. 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
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
Implement a Data warehousing solution with analytic tools.	We have no complete data warehousing solution.	Pilot data warehousing solution.	Research data analytics solution.		Adopt and implement a complete data warehousing solution with analytic tools.
Number of users engaged in data visualization platform	0	15 (small task force)	200 (Quarter of the staff)		400 (Half of the staff)

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	1. Adopt a data warehousing solution for shared data access across feeder and community college districts.	The District has engaged in a partnership to begin the implementation of a data warehousing solution with SMCOE and DataZone. We hope this will also encourage feeder districts to join the DataZone data warehousing solution that SMCOE is building across districts. In this function, we are working with SMCOE to facilitate a data upload or extract that includes all the necessary data elements (e.g., demographics, course enrollments, testing data) for a successful transition. Such a tool will ensure student data is up-to-date, accurate, and complete for reporting to CALPADS, and help us further build relationships with partner school districts and community college districts. 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.	$15,000.00	Yes
6.2	Provide a visualization of our local dashboard to help our community better understand our demographics and student progress.	Move our local dashboard into a more visualized platform, to offer our community an easier way to read, filter and analyze our student data. While this is a snapshot dataset taken on the first Wednesday of October (to align with CBEDS), it will include prior year's attendance, suspension/expulsions, SBAC test scores, graduation, A-G, AP/IB, College enrollment and completion. It'll also include current enrollment as of CBEDS day for big picture comparisons from year to year. This data set is typically on a four-year comparison. We would like to establish a visualization of both external (public) and internal dashboards (accessible to district staff as well as designated feeder staff) to help guide instructional and policy decisions.	$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6.3	Adopt a data analytics platform that provides administrators, teachers and counselors with dynamic day-to-day actionable information to help guide students towards graduation, CTE Pathways and/or meeting A-G requirements.	We have begun investigating a data analytic platform to help our staff make decisions in support of helping all students graduate, complete CTE pathways and meet A-G. We anticipate that the current system that we are building out for the College and Career Readiness Guides (CCRG) for families will be able to be viewable at the site administrator level, counselor level and district level to more easily flag students in danger of not graduating or meeting A-G, and those who may be on the cusp of meeting A-G. Ideally this platform would also be able to identify and track how the various interventions within MTSS are working in support of our students.	$60,000.00	Yes
6.4	Conduct articulation meetings between partner districts and SUHSD in collaboration around English Learners, Asset Based Math Assessments and Using Lexile measures to monitor students' progress in English Language Arts	Engage with Department Chairs and designated staff at the middle schools to support of students' transition into 9th grade. Offer training with support of the SMCOE to engage in content-specific discussions in ELD, Math and ELA. Review Lexile measures and student results on the Mathematics Initiative Readienss Asessement (MIRA) and examine how students' performance on these assessment predict passing grades in ninth grade, graduation, and meeting A-G requirements.		No

Goal Analysis [2022-23]

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.

Engaging with a data warehousing solution at the County level has been a great start to this effort of sharing data with partner K-8 and community college districts. In addition to engaging in an MOU with SMCOE and DataZone, we have also begun sharing data with our partner districts around potential students for reclassification prior to matriculating in SUHSD, and we have shared data with Canada college

to examine potential matriculation into the community college as a post-secondary opportunity. Knowing that our visualization tools are still ad hoc and done outside the system, we have begun investigating data platforms that can help shore up data literacy for all of our community. This includes visualizing the public dashboard on the district site and allowing staff to see the data without requiring sequel coding or ad hoc query skills to pull data out of the back end of our student information system. We are in the process of planning an adoption and implementation of a data platform that removes this handicap and gives more transparency and access to data across our system.

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.

Expenditures this past year was less than anticipated.

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

Three additional actions were added to help make progress towards this goal.

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.

We added a metric to indicate a plan to measure usage in a data visualization platform once we have implemented one. We have also added actions to help meet the goals. We plan to start a data task force to help move this initiative forward.

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
7	The District will design and implement a highly effective recruitment, development, and retention system to attract and retain top talent, create a safe and inclusive climate, build capacity, and increase diversity.

An explanation of why the LEA has developed this goal.
A new LCAP goal in the 2023-24 school year, the District added this goal as a response to the need to hire and retain a highly effective staff. Currently, the number of new entrants into the profession has fallen by roughly one-third over the last decade, and the proportion of college graduates that go into teaching is at a 50-year low. The shortage of qualified staff also includes paraprofessionals and bus drivers. There is regular turnover of paraprofessionals and a short supply of bus drivers.

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Recruit and retain a talented, diverse workforce at all levels.			
7.2	Align policies and practices to support a diverse workforce.			

Action #	Title	Description	Total Funds	Contributing
7.3	Develop/continue internal pipeline opportunities for current staff.			

Goal Analysis [2022-23]

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.

N/A: New goal in 2023-24.

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.

N/A: New goal in 2023-24.

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

N/A: New goal in 2023-24.

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.

N/A: New goal in 2023-24.

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
8	The District will support Redwood in its work to increase graduation rates of Redwood students in general and EL students in particular.

An explanation of why the LEA has developed this goal.
A new LCAP goal in the 2023-24 school year, there is a state requirement to have a Redwood-specific LCAP goal (due to long-term graduation rates over three years). In addition, EL graduation rates for Redwood are an area identified on the State Dashboard for growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase graduation rates of Redwood students in general.	69.4%	Goal New in 2023-24	Goal New in 2023-24		72.4%
Increase graduation rates of Redwood EL students.	57.1%	Goal New in 2023-24	Goal New in 2023-24		60.1%

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Support for alternative graduation paths.	Redwood will support students who need a fifth year to complete their diplomas, including the exploration of allowing fifth years to graduate with 180 units.	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.2	Root cause analysis for lower graduation rates.	Redwood will work with the county on a root cause analysis of RHS students in general and ELs in particular for patterns and solutions to address lower graduation rates.	$2,000.00	No
8.3	Support for CTE college and career pathways.	The District will continue to work with Redwood to Establish Fiscal Stability for Redwood High School CTE Pathways: a pipeline for graduation and college and career opportunities beyond.	$90,000.00	

Goal Analysis [2022-23]

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.

A new LCAP goal in the 2023-24 school year, there is a state requirement to have a Redwood-specific LCAP goal (due to long-term graduation rates over three years). In addition, EL graduation rates for Redwood are an area identified on the State Dashboard for growth.

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.

N/A: New goal in 2023-24.

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

N/A: New goal in 2023-24.

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.

N/A: New goal in 2023-24.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$6,124,077	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
6.60%	0.00%	$0.00	6.60%

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)
Goal 1, Action 1.4: Best Practices/Additional Supports Post Distance Learning
(NOTE: these action items have been moved from the former Goal 5 and support the instructional return from distance learning.)

During this second year of implementation of the newly adopted curriculum for our district's Designated ELD courses, we continue to work with our ELD/ELA teachers assigned to these courses to understand the materials, and their alignment to standards and continue to coordinate alignment across district sites.

The adopted materials have allowed for increased collaboration across sites. As we move forward in this adoption, we need to continue to focus on aligning assessments that allow for checking for student progress. As we onboard new teachers to these courses, we will ensure to review the scope and sequence created for each ELD level and other ways to measure student growth. As we continue the alignment of materials and assessments, during ELD release days, we can go deeper into LEA-wide conversations and analyses of student growth. If a

student transfers from one comprehensive school to another one in our district they 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 provides more effective support for teachers to increase their capacity to address the unique needs of English language learners. We continue to expand our support network for teachers to be more efficient and effective as we work together to develop more resources connected to this adoption. We must continue increasing collaboration and communication across sites to better support English Language Learners.

We still need to focus on consistent ways to measure the achievement of our students in completing A-G requirements. This is a priority as we gain graduation cohort data. However, this year based on the reclassification criteria updates, we know that Lexile measures also provide rich data on achievement. We are using that to gauge the success and increase of achievement of our ELD III students. ELD III students across our LEA are enrolled to take the Reading Inventory.

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. In this 3rd year of the LCAP cycle, we continue to work towards meeting our goal and increase the percentage over three years.

Having launched a new 9th grade Ethnic Studies course in the 21-22 school year, this year we provided professional development opportunities for Ethnic Studies teachers. We also developed curriculum for the Ethnic Studies LEP EML sections. (On a side note - this school year, we started using the term EML-Emerging Multilingual Learners- instead of LEP-Limited English Proficient for our content area sections serving Newcomer English Learners.

The above describes another example of 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 continue to provide CM Institutes. One available to teachers in all content areas, a second one provided to all teachers at TIDE Academy. Each of these CM Institutes continues to offer support to 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 tailored a third CM institute (cohort 22) to explicitly address the specific needs of teachers working with Newcomer students. This CM institute was geared towards ELD I-III and content area teachers of newcomer English learners (EML teachers). It was designed to equip teachers with tools for supporting language development and better understand/ apply ELD Standards. As we prepared for this institute, the facilitators completed a series of informal walkthroughs at Sequoia, M-A, and Woodside with teachers who signed up to ensure that the CM Institute directly addressed the needs of the teachers and the needs of their Newcomer students. In all CM Institutes held this school year, teacher participants engaged in a public lesson in order to see the structured student talk strategies in the classroom. Following the public lessons, participants applied their observations in their planning cohort.

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)

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.

Action 1 - In our work to identify and remove barriers for students to meet UC A-G requirements, necessary for meeting college and career pathways, starting in 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. 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-AG math courses (e.g., Algebra Readiness).

We have shared preliminary data about the success of this initiative and continue to evaluate this initiative, with the first participating cohort of students ready to graduate. We will continue to analyze the Math Initiative with a lens towards examining on course completion to meet A-G requirements. As part of this analysis, we also plan to identify successful interventions that have been used at each school site to support students who are struggling to pass Algebra I.

We have been developing a College and Career Readiness Guide (CCRG) with Spotlight/Pearson to provide families with a clearer understanding of their child's progress towards graduation and meeting A-G requirements. We sent out a beta-version of the CCRG to sophomores in the Summer of 2022 and we are planning another round of reports to freshman, sophomores and juniors in Spring 2023. The purpose of these reports is to help students navigate the educational landscape and understand the requirements necessary to graduate and meet admissions requirements for the UC/CSU system. In the spring of 2023, the DELAC participants had an opportunity to preview and give feedback on the Spotlight report in English and Spanish.

Action 2 - 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 work 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. Efforts to increase outreach can include working with our community partners and more opportunities for training our school staff, such as our bilingual parent liaisons.

SUHSD adopted Ethnic Studies as a graduation requirement and has implemented this curriculum for all students in the Class of 2025 and beyond.

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, as noted in goal 2, 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). Note, the Class of 2022 showed a 17% gap, but the gap is down 3% points since 2020). Notably both groups increased in their grade rate (97% non-SED - up 1% point) and 80% SED - up 4% points. Both groups (non-SED and SED graduates) showed improvement while also reducing the equity gap. The non-SED graduates meet A-G at 80% (1060/1319) where the SED graduates meet A-G at a rate of 38% (286/753). In this case the gap widened from 2020, with the SED going down by 4% points and non-SED also

decreasing 1%. In essence we have made greater headway in Graduation, compared with A-G, but our students who are in the SED subgroup have not come back to pre-pandemic rates of meeting A-G. Thus, this is still a major goal that we must continue to pursue.

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 created additional engagement opportunities for families/caregivers such as a 5-week series on Technology for families, community college information night, and a Parent Project series hosted at the District office. In addition, we continued our partnership with district staff to run community circles in each ELD/ELA classroom.

SUHSD will identify students who are in need of intervention services, using the MTSS framework and systematize strategies to support our Long Term ELs.

SUHSD will continue to partner with the feeder districts to align reclassification criteria efforts and improve district wide reclassification efforts to increase the number of LTEL and ELSWD reclassified to fluent in English (RFEP). This year, we created an internal reclassification bulletin documenting a change in procedure to streamline the process, and increase opportunities for our students to be reclassified/redesignated. The bulletin lays out: three cycles of reclassification, best practices for IEP teams to consider accommodations and domain exemptions for reclassification, and an expansion of local criteria with two more menu options.
The Bilingual Resource Teachers (BRTs) reviewed this document as well as our collaborators in the SMCOE Reclassification Collaborative, as well as the researchers who are a part of the Stanford-Sequoia Collaborative and our District English Language Advisory Committee (DELAC).

We will continue to implement the EL Master Plan which includes a focus on curriculum, assessment, professional development, course pathways, and student services for 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 continued our partnership with the San Mateo County Office of Education to create a collaborative space with our feeder districts where we focus our on-going talks about the alignment on Reclassification.

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 Social-Emotional needs for many subgroups of students, including our unduplicated youth. The District has concentrated efforts on expanding SEL interventions at the Tier 1,2,3 levels, beginning with laying the foundation of trauma-informed practice- 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-Informed Practices, Restorative Justice and Positive Behavior Interventions and Supports, and College and Career framework.

Outcome Measures
The outcome measurements of unduplicated youth being served by robust Multi-tiered Systems of Support will include improvements in:
Chronic Absenteeism rate (16.5% to 12%)
Graduation rate (86.7% to 92%)
Suspension rate (3.8% to 2.5%)
Expulsion rate(0% to 0%)
All students' SEL survey Participation (9th- 32%, 10th- 27%, 11th- 23%, 12th- 18% 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 6, Action 1: Encourage a data warehousing solution for shared data access across feeder and community college districts.

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 to better see how students are doing in their academic trajectory. This is an on-going project.

Goal 6, Action 2: Public Dashboard visualization will be shared with administrators at each school, our feeder districts and community partners. With the data being filterable and visualized, our educators will be better able to help identify big trends and opportunity gaps that are needed to support our English Learners, Foster Youth and Low Income Students.

Goal 6, Action 3: Day to day dynamic dashboard to quickly identify students who are truant, and in need of immediate support. Students who are at risk of not graduating will be identified more readily and contacted quickly to support their success. Students on the cusp of meeting A-G will also be a part of this dynamic dashboard to help increase the number of students meeting A-G. This will impact all students, but in particular we are looking to improve our graduation rate of English Learners, Low Income students and Foster Youth, all of whom will benefit from the transparency of this data.

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 $2,331,313 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 Q Skills 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 an Integrated ELD 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. This includes our work on the curriculum criteria for EML classes and applying the criteria to develop an EML specific curriculum. This year we started working on the Math course sequence. This is an ongoing task and will be paired with PD support for course teams of EML teachers. This school year, we continued supporting the Ethnic Studies EML team.

Goal 2, Action 1 and Action 2

All of our Goal 2, Actions 1 and 2 were allocated $2,836,207 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 2, Action 3 - This is an action that is limited and scope and does the following: systematize programs for English Learners for a successful transition to SUHSD and receive services in pursuit of graduation and post-secondary opportunities. (LEA-wide)

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 Liaison, 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).

Goal 3, Action 1, 3, and 4

All of our Goal 3, Actions 1, 3, and 4 were allocated $1,066571 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 6, Action 1 was allocated $15,000 of LCFF funds which contribute to meeting the required percentage of the increase or improved services.
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 to better see how students are doing in their academic trajectory. This is an on-going project.

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,242,614.00	$1,654,647.00	$412,538.00	$1,055,354.00	$11,365,153.00	$7,564,477.00	$3,800,676.00

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 equitable access to standards-aligned 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
1	1.4	Best practices/additional supports post distance learning	All	$1,192,718.00	$913,553.00	$203,894.00	$1,055,354.00	$3,365,519.00
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

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
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
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
3	3.5	Improve Student Attendance	All	$400,000.00				$400,000.00
5	5.3							
6	6.1	1. Adopt a data warehousing solution for shared data access across feeder and community college districts.	English Learners Foster Youth Low Income	$15,000.00				$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.2	Provide a visualization of our local dashboard to help our community better understand our demographics and student progress.	English Learners Foster Youth Low Income	$60,000.00				$60,000.00
6	6.3	Adopt a data analytics platform that provides administrators, teachers and counselors with dynamic day-to-day actionable information to help guide students towards graduation, CTE Pathways and/or meeting A-G requirements.	English Learners Foster Youth Low Income	$60,000.00				$60,000.00
6	6.4	Conduct articulation meetings between partner districts and SUHSD in collaboration around English Learners, Asset Based Math Assessments and Using Lexile measures to monitor students' progress in English Language Arts	All Students with Disabilities					
7	7.1	Recruit and retain a talented, diverse workforce at all levels.						
7	7.2	Align policies and practices to support a diverse workforce.						

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	7.3	Develop/continue internal pipeline opportunities for current staff.						
8	8.1	Support for alternative graduation paths.	All		$300,000.00			$300,000.00
8	8.2	Root cause analysis for lower graduation rates.	All		$2,000.00			$2,000.00
8	8.3	Support for CTE college and career pathways.			$90,000.00			$90,000.00

2023-24 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	$6,124,077	6.60%	0.00%	6.60%	$6,464,896.00	0.00%	6.96 %	**Total:**	$6,464,896.00
								LEA-wide Total:	$6,072,081.00
								Limited Total:	$91,316.00
								Schoolwide Total:	$361,499.00

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 equitable access to standards-aligned 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	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 (%)
		working environments, as well as student academic outcomes.						
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	
6	6.1	1. Adopt a data warehousing solution for shared data access across feeder and community college districts.	Yes	LEA-wide	English Learners Foster Youth Low Income		$15,000.00	
6	6.2	Provide a visualization of our local dashboard to help our community better understand our demographics and student progress.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	$60,000.00	
6	6.3	Adopt a data analytics platform that provides administrators, teachers and counselors with dynamic day-to-day actionable information to	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	$60,000.00	

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 (%)
		help guide students towards graduation, CTE Pathways and/or meeting A-G requirements.						

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,963,153.00	$10,698,237.00

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	$562,234
1	1.2	PD and support for rigor and quality interactions in classroom instruction	Yes	$1,514,620.00	$1,449,117
1	1.3	Integrated ELD	Yes	$301,499.00	$319,962
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	$2,247,535
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	$588,673
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	$95,810
2	2.4	Implement the improvement strategies to address pupil outcomes for Students with Disabilities	No	$123,054.00	$129,131

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	$838,571
3	3.2	Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery	No	$614,684.00	$313,552
3	3.3	Multi-Tiered System of Supports (MTSS) Data System	Yes	$107,000.00	$158,000
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	$25,753
4	4.2	TIDE Facilities Needs	No	$25,000.00	$25,000
4	4.3	EPAA and Redwood High School WASC Action Plans Support	Yes	$200,000.00	$0
4	4.4	Establishing Fiscal Stability for Redwood High School CTE Pathways	Yes	$100,000.00	$100,000
4	4.5	Alternative Education Strategic Plan	Yes	$10,000.00	$0
4	4.6	Alternative Program Planning	Yes	$100,000.00	$0
4	4.7	Small Schools and Alternative Program Catalog	Yes	$10,000.00	$0
5	5.1	Enhanced Summer Program	No	$1,165,069.00	$1,238,865
5	5.2	ELD Summer Enrichment Program	Yes	$100,000.00	$124,968

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	$2,122,319
5	5.4	Internet Connectivity	No Yes	$384,789.00	$168,747
5	5.5	Research Options for Possible Instructional Shifts	No	$50,000.00	$0
5	5.6	Online Tutoring	No	$120,000.00	$120,000
6	6.1	1. Encourage a data warehousing solution for shared data access across feeder and community college districts.	Yes	$65,000.00	$0

2022-23 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)
$5,903,156.00	$7,189,896.00	$6,564,901.00	$624,995.00	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	$562,234		
1	1.2	PD and support for rigor and quality interactions in classroom instruction	Yes	$1,514,620.00	$1,449,117		
1	1.3	Integrated ELD	Yes	$301,499.00	$319,962		
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	$2,247,535		
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	$588,672.00		
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.	Yes	$91,316.00	$95,810		

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	$838,571		
3	3.3	Multi-Tiered System of Supports (MTSS) Data System	Yes	$107,000.00	$158,000		
3	3.4	Integrating services for unduplicated student groups	Yes	$70,000.00	$70,000.00		
4	4.1	TIDE Academy Vision, Curriculum, and Instruction	Yes	$35,000.00	$35,000.00		
4	4.3	EPAA and Redwood High School WASC Action Plans Support	Yes	$200,000.00	$0		
4	4.4	Establishing Fiscal Stability for Redwood High School CTE Pathways	Yes	$100,000.00	$100,000		
4	4.5	Alternative Education Strategic Plan	Yes	$10,000.00	$0		
4	4.6	Alternative Program Planning	Yes	$100,000.00	$0		
4	4.7	Small Schools and Alternative Program Catalog	Yes	$10,000.00	$0		
5	5.2	ELD Summer Enrichment Program	Yes	$100,000.00	$100,000		
5	5.4	Internet Connectivity	Yes	$240,000.00	$0		
6	6.1	1. Encourage a data warehousing solution for shared data access across feeder and community college districts.	Yes	$65,000.00	$0		

2022-23 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	$5,903,156.00	0.60%	7.37%	$6,564,901.00	0.00%	7.53%	$0.00	0.00%

Instructions

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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.

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]).

○ 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%).

    o 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

    o   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)

    o   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 (%)

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

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

    o   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)

    o   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 %)

- o 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)

  - o 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)

  - o 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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