



# LCAP Proposed Goals and Actions for 2023-2024

# Goal 1:

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.

## Action Items:

### Proposed Action 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 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 analyze data from end-of-unit assessments for CCSS-aligned instructional units.

## Action Items:

### Proposed Action 1.1 (continued): Standards-aligned curriculum

- 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 We will also support supplementary curriculum resources, such as Gizmos, and the implementation of open source curriculum 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 History curriculum, a course that had previously been taught for three quarters at the freshman level.

## Action Items:

### Proposed Action 1.1 (continued): Standards-aligned curriculum

- For English Language Development, we will continue to support effective implementation of the textbook adoption at the ELD 1 and 2 levels, aligning to a scope and sequence developed from the CA ELA/ELD Framework and developing pre- and post- assessment. Having developed curricular units at the ELD 3 level, we will continue to provide strong support for Designated English Language Development, as well instruction in mainstream ELA standards. We will continue to implement an updated EL Master Plan which includes a focus on curriculum, assessment, professional development, course pathways, and student services for English Learner students. Finally, we will pursue the development of Spanish-language literacy courses 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 also continue Subject Area Councils in core subject areas as well as CTE, VPA, World Languages, PE and SPED.

## Action Items:

Proposed Action 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 Orientation Week, June Institute, afternoon PD, two all-staff PD days, and release day trainings. We will also provide one-on-one, course-team, and department coaching support. To accomplish this, we will continue to fund instructional coaches (5.2 FTE), an ELD and Literacy Coordinator, and a Coordinator of Technology and Innovation.
- In addition to providing professional development and coaching on research-based instructional strategies related to rigor and quality students interactions for deeper learning, we will offer these professional development opportunities: Digital Educator and Blended Learning Academies; PD on differentiation including Universal Design for Learning; trauma-informed practices, growth mindset, cultural competency, equitable grading practices, and alternative programs focused on post-secondary opportunities and CTE Pathways.
- 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.



## Action Items:

### Proposed Action 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 integrated ELD strategies. In order to do this, we will continue to fund CM instructional coach, expand CM Institute participation in additional departments, and offer CM Institutes for staff new to district.
- Additionally, we will support for classroom implementation of integrated ELD strategies in the classroom through the following efforts: implementation support cohorts, individual coaching cycles, instructional rounds, on-site PD, and model lesson studies.
- 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 (LEP courses). This will include developing curriculum criteria for LEP classes and applying the criteria to develop LEP-specific curriculum. This will be paired with professional development support for course teams of LEP teachers. We will carry out this process first with the Ethnic Studies LEP teachers. We will then, soliciting input from site leaders and department chairs, prioritize subsequent LEP course teams for curriculum development and support.

## Action Items:

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

- Offer Summer 2022 credit recovery to all students who earned a D or F in the past school year
- Offer summer, 2022 extended school year to all qualifying SWD based on regression/recoupment analysis
- Provide SEL opportunities for students already on campus for summer school
- Offer Summer enrichment for ELD students and incoming ninth graders in need of academic supports
- Continue to provide personal devices for all district students requesting them
- Continue to make available hot spots for all students requesting them
- Study best practices, data and community input about current course schedule and possible redesign to further enrich the student experience.
- Provide online tutoring for EL, FY and SED in need of additional support



# Goal 2:

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.

# Action Items:

Proposed Action 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. 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.
- 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.



# Action Items:

Proposed Action 2.2 : Focus on diversity and equity as a primary action to support learning and working environments, as well as student academic outcomes.

- SUHSD will continue Equity & Diversity Council at the district level and is working to ensure that every school site has its own council focused on students' needs. Efforts to define a structure for each of these councils, with anticipated outcomes related to equity should also take place.
- SUHSD is examining current and future job roles and responsibilities that focus on equity and supporting the needs of Emerging Multilingual and BIPOC students. 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 comprise 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..
- SUHSD adopted Ethnic Studies as a graduation requirement and has implemented this curriculum for all students in the Class of 2025 and beyond.

# Action Items Cont.:

Proposed Action 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).

# Action Items Cont.:

Proposed Action 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.
- SUHSD will participate in CCEIS (Comprehensive Coordinated Early Intervening Services) with a fully state and board approved plan to address inequity.

# Action Items Cont.:

Proposed Action 2.4 (continued): Implement the improvement strategies to address pupil outcomes for Students with Disabilities

- SUHSD will reduce the disproportionality of African American students being identified for Other Health Impairment.
- SUHSD will increase opportunities for advocacy for English Learners at IEP meetings and define reclassification criteria/protocol to support students.
- SUHSD will consider expanding training for Paraprofessionals and Paras 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 assign accommodations/domain exemptions and designate them on appropriate testing and learning environments, as well as the reclassification process.



### Goal 3:

The District will implement a robust Multi-Tiered System of Supports (MTSS) structure at all sites, ensuring the well-being of students and staff in the district, as well as students receiving appropriate access to tiered academic, behavioral, social-emotional and college and/or career supports according to their level of need.



## Goal 3:

# Action Items for Goal 3:

Proposed Action 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
- 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, College and Career, 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



## Goal 3:

# Action Items for Goal 3:

Proposed Action 3.2: Multi-Tiered System of Supports (MTSS) efficacy of interventions and delivery. The 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
- 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.)



## Goal 3:

# Action Items for Goal 3:

Proposed Action 3.3: Multi-Tiered System of Supports (MTSS) Data System. The district will:

- Broaden data sources for social-emotional learning (SEL), attendance, academic/college/career 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



# Action Items for Goal 3:

Proposed Action 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 coordinating district and community supports and services; and
- Provide Professional Development on Trauma-Informed Practices to LEP and ELD teachers to expand student engagement, **as well as Paras.**

# Action Items for Goal 3:

### Proposed Action 3.5: Improve Student Attendance

- The District will provide ongoing training to staff on the updated SART/SARB Policy Bulletin, the *Attention2Attendance* attendance monitoring system, and the Multi-Tiered System of Supports (MTSS) data system (from Proposed Action 3.3)
- Increased Tier II/III supports of unduplicated students who are chronically absent/truant
  - Increase school site staffing supports (Community Liaison Workers - Bilingual) as 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.
    - Conduct home visits, coordinate attendance conferences, and address welfare issues

# Goal 4:

The District will initiate a long-term effort to data share with our K-8 partner districts and community college districts.

# Action Items:

Proposed Action 4.1: 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.

# Action Items:

Proposed Action 4.2: 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.



# Action Items:

Proposed Action 4.3: 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.

# Action Items:

Proposed Action 4.4: 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 Readiness Assessment (MIRA) and examine how students' performance on these assessment predict passing grades in ninth grade, graduation, and meeting A-G requirements.



# Action Items:

Proposed Action 5.1(a): Recruitment and retention of talented, diverse workforce at all levels

- Create a hiring and retention plan.
- Recruit from outside local areas and colleges/universities.
- Participate in local certificated employee job fairs.
- Recruitment through partnerships with local colleges and universities and various BIPOC organizations.
- Leverage social media for recruitment.
- Host a district job fair for classified and substitute employees.

# Action Items:

Proposed Action 5.1(b): Recruitment and retention of talented, diverse workforce at all levels

- Use exit interview responses to analyze the reasons employees choose to leave the district. This data can be used to focus recruitment efforts.
- Maintain a total compensation package that is commensurate to that of comparable local districts while maintaining the fiscal stability of the district.
- Create a process for "new veteran" teachers to access support (currently informally being offered through the PAR program)
- Partner with equity, diversity, and inclusion coaches to improve hiring practices and procedures.

# Action Items:

Proposed Action 5.2(a): Align policies and practices to support a diverse workforce

- Coordinate with management and classified and certificated union representatives to update job descriptions to ensure they match the required duties.
- Implement recruitment and hiring software platforms to improve the ease of applying to the district.
- Coordinate with high school administration, business services, and educational services to analyze student enrollment and staffing allocations to expedite the hiring process. This will help the district select applicants for vacant positions during the early part of the hiring season (March - June).
- Improve onboarding processes.
- Develop an Equal Employment Opportunity Plan.

# Action Items:

Proposed Action 5.2(b): Align policies and practices to support a diverse workforce

Revise processes and procedures to ensure equitable hiring practices, including, but not limited to:

- Reviewing job descriptions to ensure they are not written in a way that excludes individuals with protected characteristics.
- Screening is based on qualifications and skills relevant to the job. This includes the use of standardized application and screening forms.
- Train interviewers on avoiding implicit bias when rating candidates. Decisions are made based on objective criteria. Interview ratings and notes are documented to ensure accountability.
- Monitor hiring processes and procedures to ensure compliance with equitable hiring practices.

# Action Items:

Proposed Action 5.3: Develop/continue internal pipeline opportunities for current staff

- The District will
  - Continue with the “developing our own” program, in partnership with Notre Dame University to assist classified employees toward the completion of their teacher credentialing.
  - Continue support of certificated employees seeking to obtain their administrative credential through a partnership with the San Mateo County Office of Education.
  - Participate in classroom and community educational opportunities to encourage the pursuit of a career in education.
  - Support professional development of certificated and classified administrators and staff to improve their skills and abilities.





# Goal 6:

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



# Action Items:

Proposed Action 6.1: grad rate

- Redwood will continue to support students who need a fifth year to complete their diplomas, including the exploration of allowing fifth years to graduate with 180 units.

# Action Items:

Proposed Action 6.2:

- 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.

# Action Items

Proposed Action 6.3:

- The District will continue to establish fiscal stability for Redwood High School CTE Pathways to support post-secondary options for all students.