

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Mateo Union High School District
CDS Code:	41690470000000
LEA Contact Information:	Name: Kevin Skelly, Ph.D Position: Superintendent Email: kskelly@smuhsd.org Phone: 650-558-2200
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$174,909,421
LCFF Supplemental & Concentration Grants	\$4,772,668
All Other State Funds	\$11,723,481
All Local Funds	\$2,188,283
All federal funds	\$5,517,251
Total Projected Revenue	\$194,338,436

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$199,413,209
Total Budgeted Expenditures in the LCAP	\$7,297,668
Total Budgeted Expenditures for High Needs Students in the LCAP	\$4,997,668
Expenditures not in the LCAP	\$192,115,541

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$900,794
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$812,765

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$225,000
2020-21 Difference in Budgeted and Actual Expenditures	\$-88,029

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The General Fund Budget Expenditures for this school year that are not included in the LCAP include administrative costs, human resources, facility maintenance and other administrative costs.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Given other COVID-related funding resources (federal and state), the District was able to support the needs of high-needs students without the \$88,029 not expended.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

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

CDS Code: 41690470000000

School Year: 2021-22

LEA contact information:

Kevin Skelly, Ph.D

Superintendent

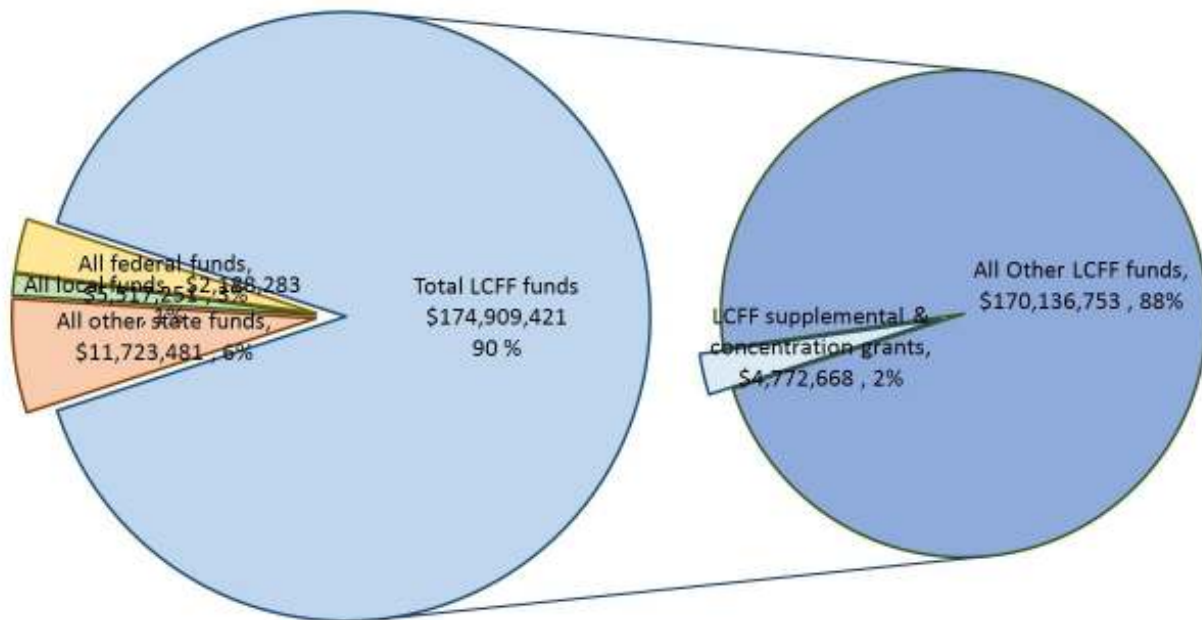
kskelly@smuhsd.org

650-558-2200

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 2021-22 School Year

Projected Revenue by Fund Source



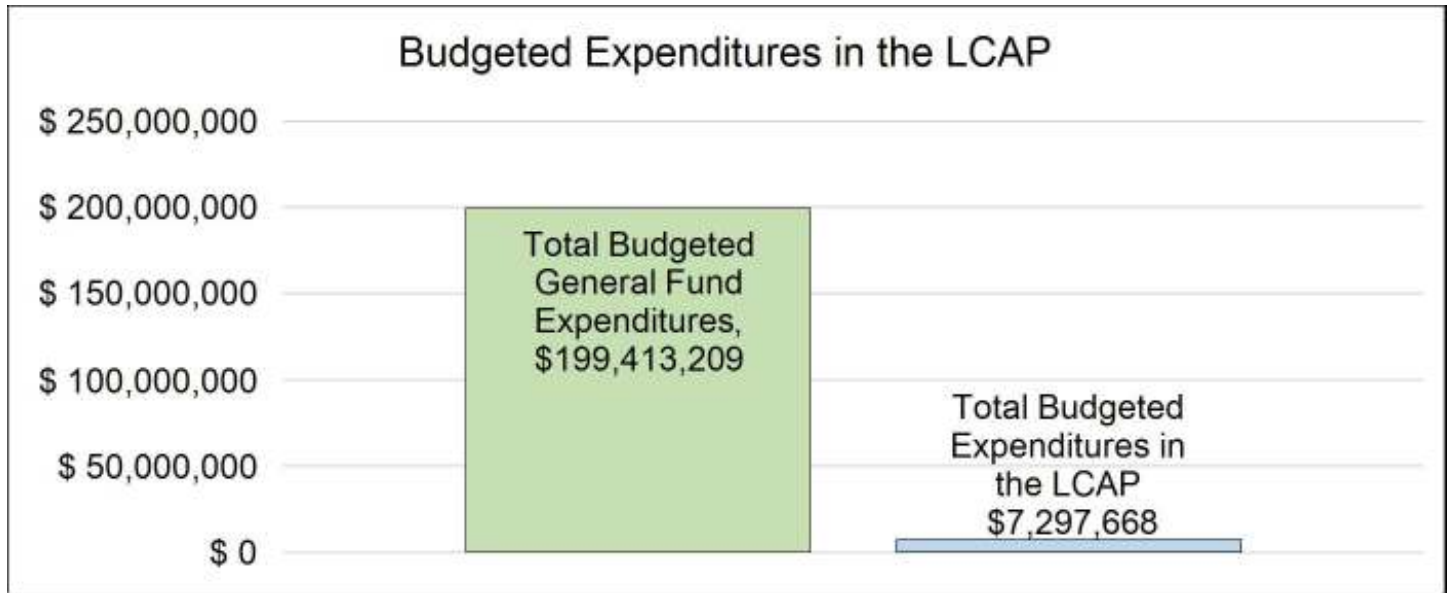
This chart shows the total general purpose revenue San Mateo Union High School District expects to receive in the coming year from all sources.

The total revenue projected for San Mateo Union High School District is \$194,338,436, of which \$174,909,421 is Local Control Funding Formula (LCFF), \$11,723,481 is other state funds, \$2,188,283 is local funds, and \$5,517,251 is federal funds. Of the \$174,909,421 in LCFF Funds, \$4,772,668 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.



This chart provides a quick summary of how much San Mateo Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Mateo Union High School District plans to spend \$199,413,209 for the 2021-22 school year. Of that amount, \$7,297,668 is tied to actions/services in the LCAP and \$192,115,541 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

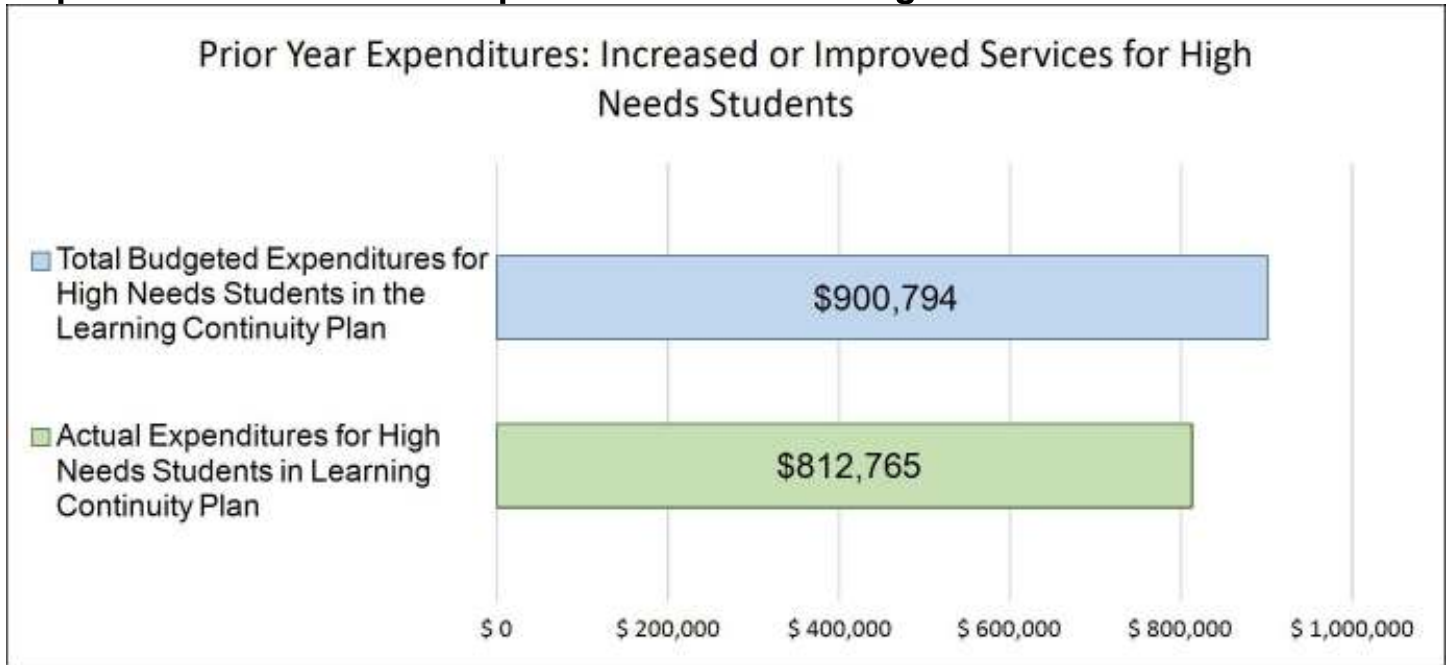
The General Fund Budget Expenditures for this school year that are not included in the LCAP include administrative costs, human resources, facility maintenance and other administrative costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Mateo Union High School District is projecting it will receive \$4,772,668 based on the enrollment of foster youth, English learner, and low-income students. San Mateo Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Mateo Union High School District plans to spend \$4,997,668 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 2020-21



This chart compares what San Mateo Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Mateo 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.

In 2020-21, San Mateo Union High School District's Learning Continuity Plan budgeted \$900,794 for planned actions to increase or improve services for high needs students. San Mateo Union High School District actually spent \$812,765 for actions to increase or improve services for high needs students in 2020-21.

Given other COVID-related funding resources (federal and state), The District was able to support the needs of high-needs students without the \$88,029 not expended.

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

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

LEA Name	Contact Name and Title	Email and Phone
San Mateo Union High School District	Kevin Skelly, Ph.D Superintendent	kskelly@smuhdsd.org 650-558-2200

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

Goal 1

SMUHSD will provide high quality teaching and learning environments to all students by:

- Providing 21st Century facilities & learning tools (digital and analog) to all students
- Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development
- Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEA Plan 1a,1b; 3; 5a,5b

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator A. High Quality Facilities: All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education. (Basics)</p> <p>19-20 A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.</p>	<p>All schools have met the Williams High Quality Facilities requirement by 100% for the 2019-20SY.</p> <p>Aragon High School: Good (2016-17) Exemplary (2017-18) Good (2018-19) Exemplary (2019-20)</p> <p>Burlingame High School: Exemplary (2016-17) Good (2017-18) Exemplary (2018-19) Exemplary (2019-20)</p> <p>Capuchino High School: Exemplary (2016-17)</p>

Expected	Actual
<p>Baseline A. High Quality Facilities and Instructional Materials: 100% of school sites will have a "good/excellent" FIT report and 100% of students, including English Learners, will have access to a standards-aligned textbook or instructional materials as evidenced by annual instructional materials inventory.</p>	<p>Exemplary (2017-18) Exemplary (2018-19) Exemplary (2019-20)</p> <p>Hillsdale High School: Good (2016-17) Good(2017-18) Good (2018-19) Good(2019-20)</p> <p>Mills High School: Good (2016-17) Good(2017-18) Exemplary (2018-19) Good(2019-20)</p> <p>Peninsula (Continuation) High School: Good (2016-17) Good(2017-18) Good (2018-19) Good(2019-20)</p> <p>San Mateo High School: Exemplary (2016-17) Exemplary (2017-18) Exemplary (2018-19) Exemplary (2019-20)</p>
<p>Metric/Indicator B. Highly Qualified Teachers: The percentage of teachers designated as "highly qualified" (fully credentialed in their subject area) will be maintained at 100% as indicated by district internal monitoring regime.</p> <p>19-20</p>	<p>SMUHSD - Every school site has maintained 100% for the percentage of teachers designated as "highly qualified", with the exception of 2 Home/Hospital district-assigned teachers. Aragon High - 100% Burlingame High - 100% Capuchino High - 100% Hillsdale High - 100%</p>

Expected	Actual
<p>B. Highly Qualified Teachers: The percentage of teachers designated as “highly qualified” will be maintained at 100% as indicated by district internal monitoring regime.</p> <p>Baseline B. Highly Qualified Teachers: 95.4% of Teachers were "Highly Qualified in 2016-17</p>	<p>Mills High - 100% San Mateo High - 100% Peninsula High - 100%</p>
<p>Metric/Indicator C. Certificated Staff Diversity: The district will work to ensure that the District’s faculty diversity reflects the demographics of the district.</p> <p>19-20 C. Certificated Staff Diversity: The District will increase by another 3% the number of non-White/Multiple race faculty in 2017-18 so that 33.8% of the faculty are non-White/Multiple race at the beginning of the 2020-21.</p> <p>Baseline C. Certificated Staff Diversity: Currently 75.2% of SMUHSD Certificated faculty are White, while 24.8 are Non-White/Multiple Race.</p>	<p>Staff Diversity, Percentage of Non-White Staff: 32%(2019-20), 588 total staff, +10 pts. from baseline. 26%(2018-19), 536 total staff 27%(2017-18), 555 total staff (correction to baseline made)</p>
<p>Metric/Indicator D. Student access to and enrollment in rigorous course-work: The district will close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students in AP/IB courses such that the percentage is equal to the percentage of other subgroups in these courses.</p> <ul style="list-style-type: none"> AP/IB Enrollment Goal: increase overall percentage of students enrolled by 3%; Increase in overall AP/IB enrollment (participation in at least one course) percentage of EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders by 10% 	<p>This is the overall percentage of students in either IB/AP courses. One of our schools offers IB and other have AP classes. We are reporting on these metrics in the aggregate.</p> <p>2019-20SY District 64% (2715/4424), +2 pts. from target Black/African American 47% (14/31) , -1 pt. from target Latinx 44% (616/1567), +1 pt. from 2016-17SY baseline Pacific Islander 22% (19/94), target not met English Learner, ELD and Mainstream 10% (40/352), -3 pts. from 2016-17SY baseline English Learner, LTEL 19% (19/100), 10pt. increase from 2016-17SY baseline</p>

Expected	Actual
<p>19-20 D. Student access to and enrollment in rigorous course-work: The District will increase 11th/12th grade student enrollment in AP/IB courses as follows:</p> <ul style="list-style-type: none"> • 3% overall • 7% for Black/African American • 7% for English Learner, ELD and Mainstream • 7% of English Learner, LTEL • 3% of EL, Reclassified English Fluent • 7% of Low Income • 7% of Foster Youth • 7% Latinx • 7% Pacific Islander <p>Baseline D. Student access to and enrollment in rigorous course-work: 11th/12th Graders enrolled in at least one AP/IB Course:</p> <ul style="list-style-type: none"> • 44% overall • 2% of English Learner, ELD and Mainstream • 9% of English Learner, LTEL • 44% of EL, Reclassified English Fluent • 24% of Low Income • 10% of Foster Youth • 23% Latinx • 22% Pacific Islander 	<p>EL, Reclassified English Fluent (All) 64% (808/1266), no change from 2016-17SY baseline Foster Youth * (**), n/a Homeless 25% (2/8), previous years = +25pts. from 2016-17SY baseline Low Income 41% (468/1130), -3pts. from 2016-17SY baseline Students with IEPs 13% (51/408), +5 pts. from 2016-17SY baseline</p> <p>2018-19SY District 63% Black/African American 38% Latinx 42% Pacific Islander 34% English Learner, ELD and Mainstream 16% English Learner, LTEL 19% EL, Reclassified English Fluent (All) 59% Foster Youth * (**) Homeless 0% (0/3) Low Income 43% Students with IEPs 13%</p> <p>2017-18SY District 61% Black/African American 39% Latinx 40% Pacific Islander 26% English Learner, ELD and Mainstream 12% English Learner, LTEL 20% EL, Reclassified English Fluent (All) 61% Foster Youth * (**) Homeless 0% (0/5) Low Income 40% Students with IEPs 8%</p> <p>2016-17 SY</p>

Expected	Actual
	District 62% Black/African American 48% Latinx 43% Pacific Islander 30% English Learner, ELD and Mainstream 13% English Learner, LTEL 9% EL, Reclassified English Fluent (All) 64% Foster Youth * (**) Homeless 0% (0/7) Low Income 44% Students with IEPs 8%
<p>Metric/Indicator E. Implementation of state standards: The district will ensure that ALL students have access to the CA Standards through an annual audit of classroom syllabi and the alignment of those syllabi to state standards in the respective content area.</p> <p>19-20 E. Implementation of state standards: The district's growth target for 2019-20 is 100% (of syllabi will align to the state standards in each of the four core subject areas).</p> <p>Baseline E. Implementation of state standards: The district established a baseline during the 2017-18 school year of standards implementation via an (annual) audit of classroom syllabi.</p>	<p>The District conducted the second of these inventories in the fall of 2018. The District utilized its Learning Management System to collect the syllabi for all courses. The District office reviewed these syllabi for their stated alignment to the respective standards for each class. It was found that 92% of syllabi articulated an alignment to the CA Standards in each of the core areas.</p>
<p>Metric/Indicator F. Ensuring all students are College and Career Ready: The district will set targets in 2017-18 for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders) meeting the “prepared” level on CA’s new College and Career Readiness Indicator. What follows is a summary of the elements of this indicator:</p> <ul style="list-style-type: none"> • Career Technical Education (CTE) Pathway Completion plus one of the following criteria: 	<p>DISCLAIMER: It should be noted that the in the data reported for 2019-20 we have shifted the various subgroup naming conventions to evolve with stakeholder feedback/input (the EL subgroup in particular has become more disaggregated since it is such a diverse group), so you will see that some of the subgroup names will not necessarily align with the baseline subgroup names and data elements. But it should be noted that this is intended to reflect the evolution and refinement of the needs of stakeholders to understand the complexity of our student groups and their needs.</p>

Expected	Actual
<ul style="list-style-type: none"> Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments Completion of two semesters/three quarters of Dual Enrollment (200+ level course) with a passing grade (Academic and/or CTE subjects) <ul style="list-style-type: none"> Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams <ul style="list-style-type: none"> Completion of courses that meet the University of California (UC) a-g criteria plus one of the following criteria: <ul style="list-style-type: none"> CTE Pathway completion Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area <ul style="list-style-type: none"> One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) <p>Passing score on one AP Exam OR on one IB Exam</p> <p>19-20 F. The District's growth targets for the College and Career Readiness metric are as follows:</p> <p>Class of 2019, California School Dashboard expected measurable outcome for CCI- "Prepared" (2% overall and for</p>	<p>2019-20SY (Dataquest): District 61% (1419/2326) Black/African American 38% (6/16) Latinx 39% (332/850) Pacific Islander 27% (14/52) English Learner 20% (72/362) Foster Youth * (*/9) Homeless 32% (6/19) Socio-Economically Disadvantaged 39% (332/851) Students with IEPs 14% (39/278)</p> <p>2018-19SY: District 63% Black/African American 32% Latinx 39% Pacific Islander 22% English Learner 31% Foster Youth * Homeless 7% Socio-Economically Disadvantaged 43% Students with IEPs 12%</p> <p>2017-18SY: District 67% Black/African American 36% Latinx 43% Pacific Islander 27% English Learner 36% Foster Youth * Homeless 17% Socio-Economically Disadvantaged 43% Students with IEPs 14%</p> <p>2016-17SY: District 60%</p>

Expected	Actual
<p>those extending state average and 6% growth among unduplicated subgroups): All Students: 68.5% African American: 42.00% Asian: 90%% Filipino: 78.20% Hispanic; 48.50% Pacific Islander; 32.70% White: 81.90% Two or More Races: 75.70% English Learners: 41.50% Socio-economic Disadvantaged: 48.50% Students with Disabilities: 19.50% Foster Students: 45% Homeless Students: 22.70%</p>	<p>Black/African American 22% Latinx 34% Pacific Islander 21% English Learner 22% Foster Youth * Homeless 27% Socio-Economically Disadvantaged 34% Students with IEPs 11%</p>
<p>Baseline F. Ensuring all students are College and Career Ready: The District will set a baseline (and growth goals) for this College and Career Readiness metric during 2017-18, in line with that set by the California Department of Education - in consultation with the CA State Board of Education. This will include a metric for ALL students and among key subgroups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders). While the State established baseline data for the CCI in the fall of 2017 (60.3% of students were deemed "prepared"), there were significant gaps in performance for the following groups of students and the District will set targets in line with state expectations when they are established in the fall of 2018. What follows are the percentages of students deemed "prepared" in the class of 2017 among our unduplicated pupil subgroups:</p> <ul style="list-style-type: none"> English Learners (281 Students), 22.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE 	

Expected	Actual
<ul style="list-style-type: none"> Homeless Students (48 students), 27.1% were "prepared" - That was designated as a "Low" level of preparedness by CDE Socioeconomically Disadvantaged (603 students), 33.8% were "prepared" - That was designated as a "Low" level of preparedness by CDE Students with Disabilities (214 students), 10.7% were "prepared" - That was designated as a "Low" level of preparedness by CDE African American Students (22 students), 22.2%% were "prepared" - That was designated as a "Low" level of preparedness by CDE Hispanic/Latino Students (573 students), 33.5% were "prepared" - That was designated as a "Low" level of preparedness by CDE Pacific Islander Students (47 students), 21.3% were "prepared" - That was designated as a "Low" level of preparedness by CDE 	
<p>Metric/Indicator G. The District will ensure that 50+% of students with IEP's are spending at least 80% of their time in school in general education settings.</p> <p>19-20 G. The District will in 2019-20 increase by additional 7% the percentage of students with IEP's who spend at least 80% of their school day in General Education settings.</p> <p>Baseline G. The District currently has 36% of students with IEP's spending at least 80% of their school day in General Education settings.</p>	<p>Students w/ IEPs who are Enrolled in 80% or More Mainstream Classes, 2019-20SY: District 49.2% (955), +13 pts. from baseline (SEIS data)</p> <p>2017-18SY (Baseline): District 36% (921)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. The district will provide a base program that ensures access to a high quality and rigorous academic program for all students in the district. This program includes:</p> <p>A. Highly-qualified certificated teaching staff (35:1 student:teacher ratio) that provide high quality teaching and learning and site and district certificated administrators who support the overall management of the schools and programs.</p> <p>B. High quality counseling staff that provide high quality counseling services to all students.</p> <p>C. High quality classified staff that provide support for the operation of the district.</p> <p>D. In order to support and retain its high quality staff, the district provides benefits to all of its certificated and classified staff.</p> <p>E. High Quality Instructional Materials are provided to every student, including a comprehensive, research- based ELD program that is aligned to the ELA/ELD framework and ensures English Learners progress quickly toward re-classification as Fluent English Proficient.</p> <p>F. The district will provide an array of Services and Other Operating Expenditures the ensure the efficient operation of the district on a day-to-day basis.</p> <p>G. The district provides a high-quality technology infrastructure (devices, hardware and support staff) that supports the 21st Century learning needs of students and staff.</p>	<p>1A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6). 1000-1999: Certificated Personnel Salaries Base \$45,542,172</p> <p>1B. High quality Guidance Counseling staff [included in the budget for Certificated personnel above] \$0.00</p> <p>1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6). 2000-2999: Classified Personnel Salaries Base \$27,214,831</p> <p>1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base \$25,578,248</p> <p>1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 4000-4999: Books And Supplies Base \$6,453,618</p> <p>1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 5000-5999: Services And Other Operating Expenditures Base \$11,661,225</p>	<p>A. Highly-qualified certificated staff (administrators and teachers) - NOT including Special Education Certificated Staff (they are outlined in Goal 2, Action 6). 1000-1999: Certificated Personnel Salaries Base \$62,441,141</p> <p>1B. High quality Guidance Counseling staff [included in the budget for Certificated personnel above] \$0.00</p> <p>1C. High quality classified staff- NOT including Special Education (SPED) Certificated Staff (they are outlined in Goal 2, Action 6). 2000-2999: Classified Personnel Salaries Base \$26,597,754</p> <p>1D. The provision of employee benefits to all staff. 3000-3999: Employee Benefits Base \$33,825,153</p> <p>1E. High quality instructional materials for all students (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 4000-4999: Books And Supplies Base \$7,395,131</p> <p>1F. Services and other Operating Expenditures (not including those provided for in the SPED Program Overview - Goal 2, Action 6). 5000-5999: Services And Other Operating Expenditures Base \$20,611,541</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1G. District Technology Infrastructure. Included in the overall budgeted expenditures above. \$0.00	1G. District Technology Infrastructure. Included in the overall budgeted expenditures above. \$0.00
<p>2. Develop a new three-year SMUHSD Certificated Professional Development Plan (aligned to Goal 1B) for teachers and leaders:</p> <p>A. The purpose of this new PD plan will be to create a more culturally responsive and equitable school system for all SMUHSD students by providing teachers, staff, school and district leaders with professional learning that supports the development of equity-driven instruction, leadership and decision making. The District's PD will focus on the following key areas of PD:</p> <ul style="list-style-type: none"> • Cultural Responsiveness • Constructing Meaning • Digital Teaching and Learning • Content-specific pedagogical best practices • "Inclusion" best practices, including Co-teaching and Universal Design for Learning <p>B. Continue to provide ongoing support for data-driven cycles of inquiry (focused on identifying strategies [and prompting interventions] that are supporting high-priority students attain the standards) in PLCs or teacher teams within and across content areas at all school sites.</p> <p>C. Continue to implement (pilot) one-on-one Instructional Coaching (IC) program with teachers on formal evaluation (both probationary and veteran teachers). In March 2020, the district (in collaboration with the PAR committee and the Board of Education) will evaluate the structure/process of the IC program and make appropriate adjustments.</p> <p>D. Continue implementation of the "New Teacher" Professional Development program that includes PD on Constructing Meaning, Digital Teaching/Learning best practices and Cultural Responsiveness and alignment with the CA Beginning Teacher Support and Assessment Program.</p> <p>E. Continue to provide and support Professional Development Coordinators at the district and site levels.</p>	<p>2A. PD for various certificated Staff on content related to SMUHSD Instructional Framework [Goal: 9120] - cost is included in overall certificated salary/benefits. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$5,000</p> <p>2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1) 1000-1999: Certificated Personnel Salaries \$0.00</p> <p>2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base \$100,000</p> <p>2E. District and Site PD Coordinators [Goal 9120] - - costs captured in overall certificated FTE expenditures (base program costs - Action 1). 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>2F. District-wide PD Days [Goal 9120] 5000-5999: Services And</p>	<p>2A. PD for various certificated Staff on content related to SMUHSD Instructional Framework [Goal: 9120] - cost is included in overall certificated salary/benefits. 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>2B. PLC Support [Goal 9120] 4000-4999: Books And Supplies Base \$2,251</p> <p>2C. Instructional Coaching Program [Goal: 1723] - costs captured in overall certificated FTE expenditures (base program costs - Action 1) 1000-1999: Certificated Personnel Salaries \$0.00</p> <p>2D. New Teacher Professional Development [Goal: 1723] 5800: Professional/Consulting Services And Operating Expenditures Base \$100,000</p> <p>2E. District and Site PD Coordinators [Goal 9120] - - costs captured in overall certificated FTE expenditures (base program costs - Action 1). 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>2F. District-wide PD Days [Goal 9120] 5000-5999: Services And</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>F. Support four district-wide professional development Days (student release days):</p> <ul style="list-style-type: none"> • August 12, 2019: School-site-priorities-focused (all day) • October 7, 2019: School-site-priorities-focused (all day) • February 3, 2020: Curriculum Councils/Departments (all day) • February 4, 2020: Curriculum Councils/Departments (all day) <p>G. As aligned with the CEIS plan to address dis-proportionality, school and district administrators will continue to engage in professional learning regarding Implicit Bias and Culturally Relevant Leadership. Through the year, the administrators will share the vision for equity and began to engage the whole school community in discussions on how to best serve all students with a particular focus on our students from historically underserved backgrounds.</p>	<p>Other Operating Expenditures Base \$50,000</p>	<p>Other Operating Expenditures Base</p>
<p>3. Implement the SMUHSD Classified Professional Development Plan:</p> <p>A. Training for all district classified staff at 2 professional development days:</p> <ul style="list-style-type: none"> • August/October 2019 • February 2020 <p>Trainings will include relevant and rigorous content that supports the specific needs of various classified staff - provided by classified management. At least one of the trainings for Instructional Assistants will include training for them on supporting unduplicated pupils in the general education classroom.</p>	<p>3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$80,000</p>	<p>3A. Classified Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$83,160</p>
<p>4. The District will develop a new instructional technology plan aligned to the new technology vision that supports teacher integration and student access to high quality digital learning</p> <p>A. Support and Implement the new and ongoing 1:1 Teacher Chromebook Cart Program (20 carts to replace older carts in 2019-20)</p>	<p>4A. Computer Carts (20 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Lottery \$200,000</p>	<p>4A. Computer Carts (20 carts with 35 Chromebooks equally distributed to 7 sites) 4000-4999: Books And Supplies Lottery \$201,940</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>B. Continued full implementation of new Learning Management System (LMS - Canvas) & Student Information System for Intervention management with all certificated staff and students/families.</p> <p>C. Continue to provide and support Instructional Technology Coordinators at the district and site levels.</p>	<p>4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base \$80,000</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). Each Comprehensive site will have 0.4 FTE devoted to this staffing and PHS will have 0.2 FTE. Base \$0.00</p>	<p>4B. LMS Licenses [Goal: 1801] 4000-4999: Books And Supplies Base \$64,834</p> <p>4C. Site Instructional Technology Coordinators [Goal 9120] - costs captured in overall certificated FTE expenditures (base program costs - Action 1). Each Comprehensive site will have 0.4 FTE devoted to this staffing and PHS will have 0.2 FTE Base \$0.00</p>
<p>5. Continue to provide transportation services for students in need. This includes the provision of a bus pass on SamTrans for any/all high-need students.</p>	<p>5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Title I \$15,000</p>	<p>5. Transportation [Goal 1110] 5000-5999: Services And Other Operating Expenditures Title I \$18,920</p>
<p>6A. Continue to provide high-quality academic counseling services to all students - with a special emphasis on outreach and support to Historically Underserved Groups of Students (HUGS) and their families.</p> <p>6B. The District MTSS Coordinator will continue to train the School Counseling Teams across all school sites to implement the Best Practices identified in the ASCA School Counseling model. This will include training on how to effectively and systematically identify students for (academic, behavioral and wellness) intervention and then monitor student performance/progress. This action is resources to pay for Counselor time for training as well as potential conference attendance among school counseling teams.</p> <p>6C. The District MTSS coordinator in collaboration with District Leadership and the College Advising, CTE Coordinator and Career Coordinators will develop a draft 4-year scope and sequence document that articulates the college and career planing activities that all students will engage in each year during their four years at our schools. This scope and sequence will begin implementation in the 2020-21 School Year.</p>	<p>6A. Academic counselor expenditures captured in Goal 1 - Action/Service #1B 0.00</p> <p>6B. School Counselor Training. 1000-1999: Certificated Personnel Salaries Base \$10,000</p>	<p>6A. Academic counselor expenditures captured in Goal 1 - Action/Service #1B \$0.00</p> <p>6B. School Counselor Training. 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7. Continue to provide part-time EL Specialists at all sites to monitor and support the academic needs of EL students at all school sites.	7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1). 2000-2999: Classified Personnel Salaries Base \$0.00	7. EL Specialists [Goal 1760] - costs captured in overall classified FTE expenditures (base program costs - Action 1). 2000-2999: Classified Personnel Salaries Base \$0.00
8. Provide high quality digital instructional materials for all students, but with special attention to investments in tools like Newsela and ELD materials for supporting the needs of English Learners and struggling readers.	Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Supplemental \$150,000	Instructional Materials/digital licenses [Goal 1801] 4000-4999: Books And Supplies Supplemental \$110,966
9. Provide site-based professional development at each school site. A. Each site has established school-wide instructional priorities and will provide attendant professional development to support those priorities.	9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base \$75,000	9A. Site-Based Professional Development [Goal: 9120] 5000-5999: Services And Other Operating Expenditures Base \$51,053
10. Human resources will conduct hiring outreach activities for candidates who reflect student population.	No cost	0.00

Goal Analysis

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

The District generally expended the resources as anticipated, but in the few instances where this was not expended, it was due to costs being lower than anticipated/budgeted.

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

The entire 2019-20 school year was well underway regarding implementation of Goal 1, but all of that changed abruptly in March 2020 when the District (and broader community) was forced to shelter in place and conduct school remotely. Here are a few of the key successes achieved in Goal 1 before the Pandemic:

1. The District saw increases in AP/IB enrollment across all subgroups and overall.
2. The District continued to see some improvement of its staff diversity - reaching almost 50% of certificated staff being non-white by the beginning of the 2020-21 school year.

3. The District met its goal around the inclusion of students with IEP's into general education settings - reaching 50% on that measure.

The key element of this Goal that was an unexpected success during the 2019-20 school year was our investments in technology outlined in this goal.

Meanwhile here some of the enduring challenges:

1. The District continues to see significant disparities in the College and Career Readiness of student groups - as measured by the College and Career Indicator.
2. The District continues to see persistent disparities in access to AP/IB among subgroups of students.

The District struggled with student course selection/enrollment during the PAndemic, so we may see continued issues with these outcomes, but the hope is that with students returning to campus, we will improve our college and career and course-access initiatives.

Goal 2

The SMUHSD will increase academic expectations and performance to create college and career-ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEAP: 1a,1b,2a,2b,2c,5a,5b,5c

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>A. Improving A-G Completion: The District will improve A-G completion overall and increase attainment among key subgroups: All students from 61% in 2016 to 75% for Class of 2020 (14% increase) Sub-group A-G completion acceleration outcomes: The district will increase by 3% the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 3 % in 2020 The district will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students completing A-G course sequence in 2017-20.</p>	<p>DISCLAIMER: It should be noted that the in the data reported for 2019-20 we have shifted the various subgroup naming conventions to evolve with stakeholder feedback/input (the EL subgroup in particular has become more disaggregated since it is such a diverse group), so you will see that some of the subgroup names will not necessarily align with the baseline subgroup names and data elements. But it should be noted that this is intended to reflect the evolution and refinement of the needs of stakeholders to understand the complexity of our student groups and their needs.</p> <p>2019-20SY District 69% (1467/2138), +4 pts. from baseline Black/African American 46% (6/13), +11 pts. from baseline Latinx 46% (335/733), +5 pts. from baseline Pacific Islander 29% (14/49), +6pts. from baseline English Learner 10% (8/81), target not met English Learner, LTEL 18% (20/112), +18 pts. from baseline EL, Reclassified English Fluent (All) 62% (435/705), +5 pts. from baseline Foster Youth 33% (1/3), baseline year Homeless 50% (3/6), cohort too small to establish goal met. Low-Income 48% (275/568), , +3 pts. from baseline</p>

Expected	Actual
<p>19-20</p> <p>A. Improving A-G Completion:</p> <ul style="list-style-type: none"> The district will increase by 6% more the overall percentage of students meeting A-G Requirements in 2017-18, 3% in 2018-19, & 3 % in 2020 The district will increase by 5% more (over 18-19), the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latinx and Pacific Islander students completing A-G course sequence in 2017-20. <p>Baseline</p> <p>A. The District will improve A-G completion overall and increase attainment among key subgroups:</p> <p>Current Baseline:</p> <ul style="list-style-type: none"> Overall: 61% EL in ELD: 5% EL not in ELD: 8% Low-Income: 42% Foster/Homeless Youth: 33% Special Education: 6% Latinx : 32.5% Pacific Islander: 29% 	<p>Students with IEPs 20% (39/192), +7 pts. from baseline</p> <p>2018-19 SY</p> <p>District 69%</p> <p>Black/African American 44%</p> <p>Latinx 44%</p> <p>Pacific Islander 39%</p> <p>English Learner 19%</p> <p>English Learner, LTEL 11%</p> <p>EL, Reclassified English Fluent (All) 64%</p> <p>Foster Youth *</p> <p>Homeless 100%</p> <p>Low-Income 46%</p> <p>Students with IEPs 11%</p> <p>2017-18 SY</p> <p>District 69%</p> <p>Black/African American 50%</p> <p>Latinx 44%</p> <p>Pacific Islander 33%</p> <p>English Learner 12%</p> <p>English Learner, LTEL 24%</p> <p>EL, Reclassified English Fluent (All) 63%</p> <p>Foster Youth</p> <p>Homeless 100%</p> <p>Low-Income 45%</p> <p>Students with IEPs 11%</p> <p>2016-17 SY</p> <p>District 65%</p> <p>Black/African American 35%</p> <p>Latinx 41%</p> <p>Pacific Islander 35%</p> <p>English Learner 24%</p> <p>English Learner, LTEL 0%</p> <p>EL, Reclassified English Fluent (All) 57%</p>

Expected	Actual
	Foster Youth * Homeless * Low-Income 45% Students with IEPs 13%
<p>Metric/Indicator B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups:</p> <ul style="list-style-type: none"> The district will increase by 3% the overall number of 9th grade students receiving a “C-” grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latinx and Pacific Islander 9th grade students receiving a “C-” grade or better in English I The district will increase by 4% the overall number of 9th grade students receiving a “C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by 6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latinx and Pacific Islander 9th grade students receiving a “C-” grade (or better) in Algebra I (fall 2017). <p>19-20 B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups:</p> <ul style="list-style-type: none"> The district will increase by 3% the overall number of 9th grade students receiving a 	<p>DISCLAIMER: It should be noted that the in the data reported for 2019-20 we have shifted the various subgroup naming conventions to evolve with stakeholder feedback/input (the EL subgroup in particular has become more disaggregated since it is such a diverse group), so you will see that some of the subgroup names will not necessarily align with the baseline subgroup names and data elements. But it should be noted that this is intended to reflect the evolution and refinement of the needs of stakeholders to understand the complexity of our student groups and their needs.</p> <p>2019-20SY: English I District 92% (2020/2196), +1 pt. increase from baseline Black/African American 82% (18/22), +3 pt. increase from baseline Latinx 84% (576/686), +3 pt. increase from baseline Pacific Islander 75% (37/49), -2 pt. decrease from baseline English Learner - Mainstream 86% (44/51), +25 pt. increase from baseline English Learner, LTEL 74% (104/141), -8 pt. decrease from baseline EL, Reclassified English Fluent (ALL) 91% (521/573), +1 pt. increase from baseline EL, Reclassified English Fluent (Fully Exited) 92% (388/422), +2 pt. increase from baseline Foster Youth n/a Homeless 82% (9/11), small cohort Low-Income 81% (438/541), +3 pt. increase from baseline Students with IEPs 79% (137/174), +4 pt. increase from baseline</p>

Expected	Actual
<p>“C-” grade (or better) in English I (fall 2017). In addition the District will increase by 5%, the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latinx and Pacific Islander 9th grade students receiving a “C-” grade or better in English I</p> <ul style="list-style-type: none"> The district will increase by 4% the overall number of 9th grade students receiving a <p>“C-” grade (or better) in Algebra I (fall 2017). In addition, the District will increase by 6% the number of EL, Low-Income, Foster/Homeless Youth, Special Education, Latinx and Pacific Islander 9th grade students receiving a “C-” grade (or better) in Algebra I (fall 2017).</p> <p>Baseline</p> <p>B. Reduction in D/F Rates: Improvement in percentage of students achieving “C-” or better grades overall and among our student subgroups in English I and Algebra I (9th Grade). Current Baseline, English I:</p> <ul style="list-style-type: none"> Overall: 91% EL: 73% Low-Income: 79% Foster/Homeless Youth: 71% Special Education: 77% Latinx: 82% Pacific Islander: 80% <p>Current Baseline, Algebra I:</p> <ul style="list-style-type: none"> Overall: 85% EL: 78% Low-Income: 78% Foster/Homeless Youth: 43% Special Education: 67% 	<p>2018-19SY:</p> <p>English I</p> <p>District 92 %</p> <p>Black/African American 100 %</p> <p>Latinx 83 %</p> <p>Pacific Islander 78 %</p> <p>English Learner - Mainstream 64 %</p> <p>English Learner, LTEL 61%</p> <p>EL, Reclassified English Fluent (ALL) 92 %</p> <p>Foster Youth n/a</p> <p>Homeless 86 %</p> <p>Low-Income 82 %</p> <p>Students with IEPs 82 %</p> <p>2017-18SY:</p> <p>English I</p> <p>District 89%</p> <p>Black/African American 85 %</p> <p>Latinx 77 %</p> <p>Pacific Islander 82%</p> <p>English Learner - Mainstream 60%</p> <p>English Learner, LTEL 59 %</p> <p>EL, Reclassified English Fluent (ALL) 86 %</p> <p>Foster Youth n/a</p> <p>Homeless 50%</p> <p>Low-Income 73 %</p> <p>Students with IEPs 72%</p> <p>2016-17SY:</p> <p>English I</p> <p>District 91 %</p> <p>Black/African American 85%</p> <p>Latinx 81 %</p>

Expected	Actual
<ul style="list-style-type: none"> Latinx: 79% Pacific Islander: 79% 	Pacific Islander 77% English Learner - Mainstream 61% English Learner, LTEL 66% EL, Reclassified English Fluent (ALL) 90% Foster Youth n/a Homeless n/a Low-Income 78% Students with IEPs 75%
	<hr/> 2019-20SY: Algebra I District 82% (1363/1662), -3pt. decrease from baseline Black/African American 55% (11/20), small cohort Latinx 70% (463/662), -7 pt. decrease from baseline Pacific Islander 68% (30/44), -12 pt. decrease from baseline English Learner, ELD and Mainstream 70% (36/51), no change English Learner, LTEL 54% (69/127), 6 pt. decrease from baseline EL, Reclassified English Fluent (All) 81% (366/452), -2 pt. decrease from baseline Foster Youth n/a Homeless 60% (6/10), small cohort Low-Income 73% (326/447), +2 pt. increase from baseline Students with IEPs 71% (129/182), +4 pt. increase from baseline 2018-19SY: Algebra I District 85% Black/African American 73% Latinx 73% Pacific Islander 70 % English Learner, ELD and Mainstream 54%

Expected	Actual
	<p>English Learner, LTEL 62%</p> <p>EL, Reclassified English Fluent (All) 83%</p> <p>Foster Youth 67%</p> <p>Homeless 57%</p> <p>Low-Income 76%</p> <p>Students with IEPs 72%</p> <p>2017-18SY:</p> <p>Algebra I</p> <p>District 84 %</p> <p>Black/African American 64 %</p> <p>Latinx 75%</p> <p>Pacific Islander 80%</p> <p>English Learner, ELD and Mainstream 68%</p> <p>English Learner, LTEL 64 %</p> <p>EL, Reclassified English Fluent (All) 79 %</p> <p>Foster Youth 75 %</p> <p>Homeless 57%</p> <p>Low-Income 77 %</p> <p>Students with IEPs 72 %</p> <p>2016-17SY:</p> <p>Algebra I</p> <p>District 85%</p> <p>Black/African American 79 %</p> <p>Latinx 77%</p> <p>Pacific Islander 80%</p> <p>English Learner, ELD and Mainstream 70 %</p> <p>English Learner, LTEL 60%</p> <p>EL, Reclassified English Fluent (All) 83 %</p> <p>Foster Youth n/a</p> <p>Homeless 87%</p> <p>Low-Income 71 %</p> <p>Students with IEPs 67%</p>

Expected	Actual
<p>Metric/Indicator C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).</p> <p>19-20 C. Increasing Number of 10th Graders “On-track”: The district will increase by 3% the overall number of 10th grade students "on track" (“on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher) and 5% the overall number of 10th grade EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students "on track" (having completed 110 units).</p> <p>Baseline C. Increasing Number of 10th Graders “On-track” (“on track" means that a student has completed at least 110 credits & has a GPA of 2.0 or higher). Current Baseline:</p> <ul style="list-style-type: none"> • Overall: 83% • EL: 47% • Low-Income: 69% • Foster/Homeless Youth: 38% • Special Education: 55% • Latino: 68% • Pacific Islander: 64% 	<p>DISCLAIMER: It should be noted that the in the data reported for 2019-20 we have shifted the various subgroup naming conventions to evolve with stakeholder feedback/input (the EL subgroup in particular has become more disaggregated since it is such a diverse group), so you will see that some of the subgroup names will not necessarily align with the baseline subgroup names and data elements. But it should be noted that this is intended to reflect the evolution and refinement of the needs of stakeholders to understand the complexity of our student groups and their needs.</p> <p>2019-20SY District 88% (1990/2272), +1 pt. increase from baseline Black/African American 65% (11/17), +1 pt. increase from baseline Latinx 72% (489/678), -3 pt. decrease from baseline Pacific Islander 77% (33/43), +4 pts. increase from baseline English Learner, ELD and Mainstream 44% (79/179), -2pt. decrease from baseline. English Learner, LTEL 48% (31/65), -11pts. decrease from baseline EL, Reclassified English Fluent (All) 44% (552/639), +2 pt. increase from baseline Foster Youth *</p> <p>Homeless * Socio-Economically Disadvantaged 69% (363/523), -6pt. decrease from baseline Students with IEPs 68% (150/219), +1 pt. increase from baseline</p> <p>2018-19 SY District 89% Black/African American 79%</p>

Expected	Actual
	Latinx 76% Pacific Islander 84% English Learner, ELD and Mainstream 47% English Learner, LTEL 55 % EL, Reclassified English Fluent (All) 47% Foster Youth * Homeless * Socio-Economically Disadvantaged 76% Students with IEPs 68%
	2017-18 SY District 90% Black/African American 64% Latinx 79% Pacific Islander 88% English Learner, ELD and Mainstream 45% English Learner, LTEL 70% EL, Reclassified English Fluent (All) 45% Foster Youth * Homeless * Socio-Economically Disadvantaged 77% Students with IEPs 72%
	2016-17 SY District 87% Black/African American 64% Latinx 75% Pacific Islander 73% English Learner, ELD and Mainstream 46% English Learner, LTEL 59 % EL, Reclassified English Fluent (All) 46% Foster Youth * Homeless * Socio-Economically Disadvantaged 75% Students with IEPs 67%

Expected	Actual
<p>Metric/Indicator</p> <p>D1. Increased AP Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on AP tests (the number of students who achieve a passing score on at least one AP exam). In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on AP tests (the number of unique students who achieve a passing score on at least one AP exam).</p> <p>D2. Increased IB Achievement: The district will increase by 1% overall, the number of students who achieve passing scores on IB tests (the number of students who achieve a passing score on at least one IB exam). In addition, the district will increase by 3% the number of EL, LTEL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islander students who achieve passing scores on IB tests (the number of unique students who achieve a passing score on at least one IB exam).</p> <p>19-20</p> <p>D1. Increased AP Achievement:</p> <ul style="list-style-type: none"> • Overall: 85% • EL: 85% • Low-Income: 77% • Foster/Homeless Youth: 100% • Special Education: 0 - n/a • Latino: 78% • Pacific Islander: 40% <p>D2. Increased IB Achievement:</p> <ul style="list-style-type: none"> • Overall: 82% • EL: 85% • Low-Income: 89% • Foster/Homeless Youth: 0 - n/a 	<p>DISCLAIMER: It should be noted that the in the data reported for 2019-20 we have shifted the various subgroup naming conventions to evolve with stakeholder feedback/input (the EL subgroup in particular has become more disaggregated since it is such a diverse group), so you will see that some of the subgroup names will not necessarily align with the baseline subgroup names and data elements. But it should be noted that this is intended to reflect the evolution and refinement of the needs of stakeholders to understand the complexity of our student groups and their needs.</p> <p>2019-20SY:</p> <p>District 83% (1950/2348), +1 pt. increase from baseline Black/African American 80% (8/10), small cohort Latinx 75% (260/348), no change from baseline Pacific Islander 38% (3/8), small cohort English Learner, ELD and Mainstream 100% (7/7) English Learner, LTEL 63% (5/8), small cohort EL, Reclassified English Fluent (All) 81% (517/639), -1 pt. decrease from baseline Foster Youth *</p> <p>Homeless 100% (1/1), small cohort Socio-Economically Disadvantaged 75% (145/194), -15 pt. decrease from baseline Students with IEPs 80% (16/20), +25 pt. increase from baseline</p> <p>2018-19SY:</p> <p>District 84% Black/African American 43% Latinx 77% Pacific Islander 29% English Learner, ELD and Mainstream 50% English Learner, LTEL 100% EL, Reclassified English Fluent (All) 83%</p>

Expected	Actual
<ul style="list-style-type: none"> • Special Education: 100% • Latino: 83% • Pacific Islander: 88% <p>Baseline</p> <p>D1. Increased AP Achievement:</p> <ul style="list-style-type: none"> • Overall: 82% • EL: 75% • Low-Income: 77% • Foster/Homeless Youth: 100% • Special Education: 0 - n/a • Latino: 78% • Pacific Islander: 40% <p>D2. Increased IB Achievement:</p> <ul style="list-style-type: none"> • Overall: 82% • EL: 85% • Low-Income: 89% • Foster/Homeless Youth: 0 - n/a • Special Education: 100% • Latino: 83% • Pacific Islander: 88% 	<p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 79%</p> <p>Students with IEPs 85%</p> <p>2017-18SY:</p> <p>District 83%</p> <p>Black/African American 67%</p> <p>Latinx 75%</p> <p>Pacific Islander 50%</p> <p>English Learner, ELD and Mainstream 86%</p> <p>English Learner, LTEL 100%</p> <p>EL, Reclassified English Fluent (All) 82%</p> <p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 73%</p> <p>Students with IEPs 67%</p> <p>2016-17SY:</p> <p>District 82%</p> <p>Black/African American 58%</p> <p>Latinx 75%</p> <p>Pacific Islander 50%</p> <p>English Learner, ELD and Mainstream 67%</p> <p>English Learner, LTEL 50%</p> <p>EL, Reclassified English Fluent (All) 82%</p> <p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 90%</p> <p>Students with IEPs 55%</p>
<p>Metric/Indicator</p> <p>E. CAASPP/EAP Improvement: District 11th grade students will show:</p> <ul style="list-style-type: none"> • a 2% Increase overall in the number of students meeting/exceeding standard on the CAASPP-ELA 	<p>DISCLAIMER: It should be noted that the in the data reported for 2019-20 we have shifted the various subgroup naming conventions to evolve with stakeholder feedback/input (the EL subgroup in particular has become more disaggregated since it is such a diverse group), so you will see that some of the subgroup</p>

Expected	Actual
<p>assessment (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in ELA) and increase by 5% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups.</p> <ul style="list-style-type: none"> A 5% increase overall in the Math assessment overall on the CAASPP-Math (therefore at least "conditionally" meeting the Early Assessment Program [EAP] "Readiness" measure in Math) assessment and increase by 7% the number of students whose achievement level is "Standard Met/Standard Exceeded" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups. <p>19-20 E. CAASPP/EAP Improvement: District 11th grade students will show:</p> <ul style="list-style-type: none"> a 2% Increase overall in the number of students meeting standard on the CAASPP-ELA assessment and increase by 5% the number of students "meeting standard" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students subgroups. A 5% increase overall in the Math assessment overall on the CAASPP-Math assessment and increase by 7% the number of students "meeting standard" among EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific 	<p>names will not necessarily align with the baseline subgroup names and data elements. But it should be noted that this is intended to reflect the evolution and refinement of the needs of stakeholders to understand the complexity of our student groups and their needs.</p> <p>Spring 2019 CAASPP https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=11&lstSchoolType=A&lstCounty=41&lstDistrict=69047-000&lstSchool=0000000&lstFocus=a</p> <p>Spring 2020: CAASPP English No data or increase/decrease from target reporting, pandemic year</p> <p>Spring 2019: CAASPP English District 71% Black/African American 50% Latinx 50% Pacific Islander 32% English Learner - Mainstream 66% English Learner, LTEL 3% EL, Reclassified English Fluent (ALL) 66% Foster Youth * Homeless * Socio-Economically Disadvantaged 48% Students with IEPs 25%</p> <p>Spring 2018 CAASPP English District 71% Black/African American 50%</p>

Expected	Actual
<p>Islander students subgroups.</p> <p>Baseline</p> <p>E. CAASPP/EAP Improvement:</p> <ul style="list-style-type: none"> • 11th Grade students whose achievement level is "Standard Met/Standard Exceeded" in English/Language Arts: • Overall: 80% • EL: 24% • Low-Income: 57% • Foster/Homeless Youth: 38% • Special Education: 28% • Latino: 63% • Pacific Islander: 56% • 11th Grade students "Meeting Standard" in Mathematics: • Overall: 57% • EL: 15% • Low-Income: 31% • Foster/Homeless Youth: 13% • Special Education: 11% • Latino: 29% • Pacific Islander: 34% 	<p>Latinx 51%</p> <p>Pacific Islander 31%</p> <p>English Learner - Mainstream 66%</p> <p>English Learner, LTEL 2%</p> <p>EL, Reclassified English Fluent (ALL) 66%</p> <p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 50%</p> <p>Students with IEPs 25%</p> <p>Spring 2017:</p> <p>CAASPP English</p> <p>District 78%</p> <p>Black/African American 57%</p> <p>Latinx 57%</p> <p>Pacific Islander 55%</p> <p>English Learner - Mainstream 76%</p> <p>English Learner, LTEL 2%</p> <p>EL, Reclassified English Fluent (ALL) 76%</p> <p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 50%</p> <p>Students with IEPs 26%</p> <hr/> <p>Spring 2020:</p> <p>CAASPP Math</p> <p>No data or increase/decrease from target reporting, pandemic year</p> <p>Spring 2019:</p> <p>CAASPP Math</p> <p>District 50%</p> <p>Black/African American 20%</p> <p>Latinx 22%</p>

Expected	Actual
	<p>Pacific Islander 20%</p> <p>English Learner 11%</p> <p>English Learner, LTEL 2%</p> <p>EL, Reclassified English Fluent 45%</p> <p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 25%</p> <p>Students with IEPs 13%</p> <p>Spring 2019:</p> <p>CAASPP Math</p> <p>District 51%</p> <p>Black/African American 8%</p> <p>Latinx 23%</p> <p>Pacific Islander 12%</p> <p>English Learner 16%</p> <p>English Learner, LTEL 3%</p> <p>EL, Reclassified English Fluent 44%</p> <p>Foster Youth *</p> <p>Homeless *</p> <p>Socio-Economically Disadvantaged 27%</p> <p>Students with IEPs 7%</p> <p>Spring 2018:</p> <p>CAASPP Math</p> <p>District 56%</p> <p>Black/African American 27%</p> <p>Latinx 27%</p> <p>Pacific Islander 23%</p> <p>English Learner 11%</p> <p>English Learner, LTEL 2%</p> <p>EL, Reclassified English Fluent 50%</p> <p>Foster Youth *</p> <p>Homeless *</p>

Expected	Actual
	Socio-Economically Disadvantaged 27% Students with IEPs 7%
<p>Metric/Indicator F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured by the following outcomes: Increase the percent of students making one year of growth on CELDT (ELPAC in 2018-19) by 3% Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% Increase the percentage of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status <p>19-20 F. English Learner Progress acquiring English proficiency:</p> <ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured by the following outcomes: Increase the percent of students making one year of growth on CELDT (ELPAC in 2018-19) by 3% (over 2018-19) Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses by 3% (over 2018-19) Increase the percent of eligible students who are reclassified by 3% (over 2018-19) <p>Baseline F. English Learner Progress acquiring English proficiency:</p>	<p>2018-19SY ELPAC - 16% increase</p> <p>2019-20SY ELD Program Advancement - 66% (355 students advanced/511 total cohort meeting criteria for advancement)</p> <p>2019-20SY RFEP - 4% change increase from 2018-19SY vs. 2019-20SY https://data1.cde.ca.gov/dataquest/cbeds3.asp?cYear=2019-20&Enroll=on&PctEL=on&PctFEP=on&PctRe=on&cSelect=4169047--San%5EMateo%5EUnion%5EHigh&cChoice=DstProf1</p> <p>2019-20 EL Summative ELPAC: not ready ELD Program Advancement: 66%, +2 pt. increase from baseline</p> <p>2018-19 EL Summative ELPAC: 16.40% ELD Program Advancement: 58% (Migrant Caravan year, spike in EL population)</p> <p>2017-18 EL Summative ELPAC: 30.56% ELD Program Advancement: 50% (EL program, calibration, Migrant Caravan year, spike in EL population)</p> <p>2016-17 EL Summative ELPAC:n/a ELD Program Advancement:64%</p>

Expected	Actual
<ul style="list-style-type: none"> The District will improve English Learner progress at learning English as measured by the following outcomes: <ul style="list-style-type: none"> Current (2015-16) % of students making one year of growth on CELDT: 19% Current (2016-17) % of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses: 63% Current percent of EL students who are eligible for reclassification, to have "EL Reclassified Fluent" status. Current baseline: 77% 	
<p>Metric/Indicator</p> <p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Increase Overall graduation rate from 90.8% to 92% Increase Hispanic/Latino graduation rate from 82.8% to 88% Increase Pacific Islander graduation rate from 89.4 to 92% Increase African American graduation rate from 68.4% to 85% Increase Low-income student graduation rate from 80.3 to 88% Increase English Learner student graduation rate from 71.5% to 85% Increase Special Education student graduation rate from 74.2% to 85% Increase Foster Youth graduation rate from 55.6% to 70% (per AB-167) <p>19-20</p> <p>G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p>	<p>Class of 2020</p> <p>District 91% (2110/2,324) Black/African American 81% (13/16) Latinx 83% (707/848) Pacific Islander 94% (49/52) English Learner 63% (227/362) Foster Youth 82% (9/11) Homeless 79% (19/24) Socio-Economically Disadvantaged 83% (711/858) Students with IEPs 77% (206/269)</p> <p>2018-19</p> <p>District 94% Black/African American 90% Latinx 85% Pacific Islander 95% English Learner 75% Foster Youth Homeless 81% Socio-Economically Disadvantaged 86% Students with IEPs 94%</p>

Expected	Actual
<ul style="list-style-type: none"> • Increase Overall graduation rate from 92% to 93% • Increase Hispanic/Latino graduation rate from 86% to 88% • Increase Pacific Islander graduation rate from 91% to 92% • Increase African American graduation rate from 80% to 85% • Increase Low-income student graduation rate from 86 to 88% • Increase English Learner student graduation rate from 78% to 85% • Increase Special Education student graduation rate from 81% to 85% • Increase Foster Youth graduation rate from 65% to 70% (per AB-167) <p>Baseline G. Graduation Rates: Increase graduation rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Current Overall graduation rate: 91% • Current Hispanic/Latino graduation rate: 82.8% • Current Pacific Islander graduation rate: 89% • Current African American graduation rate: 68% • Current Low-income student graduation rate: 80% • Current English Learner student graduation rate: 72% • Current Special Education student graduation rate: 74% • Current Foster Youth graduation rate: 56%% 	<p>2017-18 District 92% Black/African American 88% Latinx 84% Pacific Islander 93% English Learner 77 % Foster Youth Homeless 60% Socio-Economically Disadvantaged 84% Students with IEPs 77%</p> <p>2016-17 District 90% Black/African American 86% Latinx 81% Pacific Islander 91% English Learner 65% Foster Youth * Homeless 80% Socio-Economically Disadvantaged 79% Students with IEPs 76%</p>
<p>Metric/Indicator H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> • Decrease Overall dropout rate from 6.8% to 5.0% • Decrease Hispanic/Latino drop-out rate from 12.4% to 8.0% 	<p>Class of 2020 District 1% (15/2324) Black/African American 0% (0/16) Latinx 2% (13/848) Pacific Islander 0% (0/52) English Learner 4% (13/362)</p>

Expected	Actual
<ul style="list-style-type: none"> Decrease Pacific Islander drop-out rate from 10.6 to 8.0% Decrease African American drop-out rate from 21.1% to 14.0% Decrease Low-income student drop-out rate from 14.3% to 8.0% Decrease English Learner drop-out rate from 19.4% to 10.0% Decrease Special Education drop-out rate from 11.0% to 8.0% Decrease Foster Youth drop-out rate from 22.2 to 15.0% (per AB-167) <p>19-20 H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Decrease Overall dropout rate from 5.5% to 5.0% Decrease Hispanic/Latino drop-out rate from 9% to 8.0% Decrease Pacific Islander drop-out rate from 8.5% to 8.0% Decrease African American drop-out rate from 16%% to 14.0% Decrease Low-income student drop-out rate from 9.5% to 8.0% Decrease English Learner drop-out rate from 16.5% to 12.5% Decrease Special Education drop-out rate from 9% to 8.0% Decrease Foster Youth drop-out rate from 17% to 15% (per AB-167) <p>Baseline H. Drop out rates: Decrease dropout rates overall and among key subgroups (2017-2020):</p> <ul style="list-style-type: none"> Current Overall dropout rate: 7% 	<p>Foster Youth 0% (0/11) Homeless 0% (0/24) Socio-Economically Disadvantaged 1% (11/858) Students with IEPs 0% (0/269)</p> <p>2018-19 District 1% Black/African American 5% Latinx 2% Pacific Islander 2% English Learner 3% Foster Youth * Homeless 0% Socio-Economically Disadvantaged 1% Students with IEPs 4%</p> <p>2017-18 District 1% Black/African American 4% Latinx 1% Pacific Islander 2% English Learner 2% Foster Youth * Homeless 7% Socio-Economically Disadvantaged 1% Students with IEPs 1%</p> <p>2016-17 District 1% Black/African American 0% Latinx 1% Pacific Islander 0% English Learner 2% Foster Youth *</p>

Expected	Actual
<ul style="list-style-type: none"> • Current Hispanic/Latino drop-out rate: 12% • Current Pacific Islander drop-out rate: 11% • Current African American drop-out rate: 21% • Current Low-income student drop-out rate: 14% • Current English Learner drop-out rate: 19% • Current Special Education drop-out rate: 11.0% • Current Foster Youth drop-out rate: 22% 	Homeless 8% Socio-Economically Disadvantaged 1% Students with IEPs 1%
<p>Metric/Indicator</p> <p>I. Significant Disproportionality:</p> <ul style="list-style-type: none"> • decrease in the number (and percentage) of African American Students with an IEP. • decrease in the number (and percentage) of Latino students with an IEP. <p>19-20</p> <p>The District will decrease the % of students in the following subgroups with an IEP as follows in 2019-20:</p> <p>African American Students will decrease by 5% - from 26.9% to 21.9%</p> <p>Latino Students will decrease by 3% - from 15.3% to 12.3%</p> <p>Baseline</p> <p>I. Significant Disproportionality:</p> <p>The District currently has the following baseline data related to Significant Disproportionality:</p> <ul style="list-style-type: none"> • Overall classification rate for Special Education in SMUHSD is 10.3%. • 26.6% of our African American students have been identified for special education, • 15.4% of our Latino students have been identified for Special Education. 	<p>Data was taken in the fall. EOY 2019-20SY: Black/African American 20% (4/20) Latinx 15% (473/3117)</p> <p>2017-18 All: 10.3% Latino: 15.4% Black/African American: 27.6% Pacific Islander: 12.7% Native American: 15.0% White: 10.%</p> <p>2018-19 All: 10.7% Latino: 15.9% Black/African American: 26.0% Pacific Islander: 12.5% Native American: 16.7% White: 10.9%</p> <p>2019-20 All: 10.3% Latino: 15.1% Black/African American: 25% Pacific Islander: 11.2% Native American: 20.0% White: 10.8%</p>

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1A. Refine/Revise core courses of study and continue to invest in CA Standards-aligned instructional materials (as needed) - purchase Science instructional materials - aligned to the new CA (NGSS) curriculum framework.</p> <p>1B. Continue to provide and support a math Coordinator who leads Mathematics Council. In addition the Coordinator will work with the Council to identify and pilot new mathematics instructional materials for adoption in the 2020-21 school year. Lastly, the Coordinator will work with the Math Council on also identifying a set professional learning priorities that support the ongoing need to better integrate the explicit teaching of the "standards for mathematical practice" that are at the heart of the CA Standards in Mathematics and as yet not fully implemented across the District. This work will also include continued collaboration with our elementary partner districts as they too work to implement these standards.</p> <p>1C. Continue to provide and support an English coordinator who leads Council and establishes/ensures new courses of study for all English Classes aligned to CA Framework for ELA/ELD. In addition, the English Coordinator will collaborate (with ELD Coordinator) on the development and delivery of a PD for English faculty on integrated/designated English Language Development for ELD and ELD for English teachers</p> <p>1D. Continue to provide and support a Science Coordinator who leads Council and leads the development of Next Generation Science-aligned curriculum maps and model units. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.</p> <p>1E. Continue to provide and support a Social Science coordinator who</p>	<p>1A. Invest in CA Standards-aligned Science materials [Goal 9120] 4000-4999: Books And Supplies Base \$250,000</p> <p>1B .4 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>1C. English Coordinator [Goal 9120] - stipend and statutory fees for role captured under base program expenditures (Goal 1, Action 1) - Stipend Base \$0.00</p> <p>1D. Science Coordinator [Goal 9120] - stipend and statutory fees for role captured under base program expenditures (Goal 1, Action (Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1E. Social science Coordinator [Goal 9120] -stipend and statutory fees for role captured under base program expenditures (Goal 1, Action 1) - stipend Base \$0.00</p> <p>1F. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and</p>	<p>1A. Invest in CA Standards-aligned Science materials [Goal 9120] 4000-4999: Books And Supplies Base \$4,444</p> <p>1B .4 FTE math Coordinator release [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>1C. English Coordinator [Goal 9120] - stipend and statutory fees for role captured under base program expenditures (Goal 1, Action 1) - Stipend Base \$0.00</p> <p>1D. Science Coordinator [Goal 9120] - stipend and statutory fees for role captured under base program expenditures (Goal 1, Action (Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>1E. Social science Coordinator [Goal 9120] -stipend and statutory fees for role captured under base program expenditures (Goal 1, Action 1) - stipend Base \$0.00</p> <p>1F. .6 FTE ELD Coordinator [Goal 9120] - Expenditures (salaries and</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>leads Council and leads the development of revised courses of study based on new Curriculum Framework (fall 2016). In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for Social Science faculty on integrated/designated English Language Development for ELD and ELD content area teachers.</p> <p>1F. Continue to provide and support an English Language Development (ELD) Coordinator who will continue to work with the ELD Council on the refinement of common courses of study for our ELD courses; support integrated and designated ELD; and work with Manager of EL and Compliance to support general education teachers in supporting Long-Term EL's through training on and implementation of the Constructing Meaning Framework/strategies. In addition, the coordinator will collaborate with the other Coordinators on the development and delivery of a PD for faculty on integrated/designated English Language Development for ELD and ELD content area teachers.</p> <p>1G. Continue to provide and support a CTE Coordinator to lead the Career Technical Education Council, address compliance issues for Career Technical Education grants including but not limited to the CTE Incentive Grant, Strong Workforce Planning Grant and Perkins Grant.</p> <p>1H. Continue to provide and support Coordinators in other technical subjects to lead and support the work of their respective Councils:</p> <ul style="list-style-type: none"> • Health • Guided Studies • On-site Credit Recovery (OSCR) • Social Science • VAPA (soon to be renamed, "The Arts" in new standards) • World Language • Science Curriculum Developers 	<p>benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>1G. .6 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) California Partnership Academies \$90,000</p> <p>1H. Other Technical Subjects Coordinators [Goal 9120] - stipend and statutory fees for roles captured under base program expenditures (Goal 1, Action (Goal 1, Action 1) - stipends Base \$0.00</p>	<p>benefits) for role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>1G. .6 FTE CTE Coordinator [Goal 9120] - Expenditures (salaries and benefits) for role captured under base program expenditures (Goal 1, Action 1) California Partnership Academies \$100,486</p> <p>1H. Other Technical Subjects Coordinators [Goal 9120] - stipend and statutory fees for roles captured under base program expenditures (Goal 1, Action (Goal 1, Action 1) - stipends Base \$0.00</p>
<p>2. Continue to implement diagnostic/monitoring assessments; begin development/procurement of new standards-aligned benchmark assessments in core content areas; and invest in and begin to</p>	<p>2A. Common Assessment Development/Scoring [Goal 9120] 5000-5999: Services And Other</p>	<p>2A. Common Assessment Development/Scoring [Goal 9120] 5000-5999: Services And Other Operating Expenditures Base 0.00</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>implement new data warehouse to be used to monitor and intervene with students more effectively:</p> <p>A. Begin creation of common, CA Standards-aligned formative & summative assessments in other technical subjects aligned to new Courses of Study.</p> <p>B. Continue to administer Scholastic Reading (SRI) and Math (SMI) Inventory Assessments to all incoming 9th grade students and twice-yearly assessments of 10th graders so as to place students in appropriate classes and monitor growth.</p> <p>C. Continue to administer the PSAT test to all 10th & 11th grade students.</p> <p>D. Implement "Data Zone" student data analysis and intervention platform.</p>	<p>Operating Expenditures Base \$50,000</p> <p>2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] Base \$50,000</p> <p>2C. PSAT Costs [Goal: 9054] Base \$60,000</p> <p>2D. "Data Zone" Platform Implementation ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base \$28,000</p>	<p>2B. Diagnostic/monitoring assessments - SRI/SMI [Goal 9120] Base \$42,680</p> <p>2C. PSAT Costs [Goal: 9054] 5000-5999: Services And Other Operating Expenditures Base \$61,810</p> <p>2D. "Data Zone" Platform Implementation ([Goal 9120] 5800: Professional/Consulting Services And Operating Expenditures Base \$28,000</p>
<p>3.Continue to implement intervention/support/English Language Development programs for students:</p> <p>A. Continue to provide school sites with FTE to support student intervention. This will include the implementation of Intensive & Strategic Algebra/English (with some new pilot models) as well as Guided Studies support classes at all sites. This may also include the integration of some of this FTE into classrooms to lower class sizes.</p> <p>B. Continue to provide English Language Development to students learning English.</p> <p>C. Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners.</p>	<p>3A. 19.4 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$3,350,000</p> <p>3B. 13.2 FTE ELD classes at all sites - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>3C. 2.4 FTE for AVID classes for College/Career Readinesss 1000-1999: Certificated Personnel Salaries Supplemental \$320,000</p>	<p>3A. 19.4 FTE for Algebra/English Intervention and Guided Studies 1000-1999: Certificated Personnel Salaries Supplemental \$2,671,218</p> <p>B. 13.2 FTE ELD classes at all sites - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>3C. 2.4 FTE for AVID classes for College/Career Readinesss 1000-1999: Certificated Personnel Salaries Supplemental 0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>D. Continue to implement the On-Site Credit Recovery (OSCR Program).</p> <p>E. Summer School Credit Recovery Program.</p> <p>F. Continue to provide EL Science courses & Transitional, Sheltered and SIFE Math Classes for English Learner students.</p> <p>G. Continue to provide EL Specialists to support the academic needs of EL's</p> <p>H. Continue to implement the new (to SMUHSD) Edgenuity learning platform for student credit recovery (used in OSCR and Summer School)</p> <p>I. Continue to provide after school tutoring options for students in need.</p> <p>J. Continue to implement "innovation" strategies (TOSA positions) at four of the six school sites (SMHS, CHS, MHS and AHS).</p>	<p>3D. Ongoing training support for AVID as well as materials, membership fees and other services. 5000-5999: Services And Other Operating Expenditures Supplemental \$150,000</p> <p>3E. Summer School Supplemental \$418,000</p> <p>3F. 2.6 FTE Transitional EL 9th, Bridge Program, Sheltered, & SIFE Math/Science classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base 0.00</p> <p>3G. EL Specialist Support Staff (7) [Goal 9640] Supplemental \$214,338</p> <p>3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base \$120,000</p> <p>3I. After school Tutoring [Goal 9640] 5000-5999: Services And Other Operating Expenditures Supplemental \$100,000</p> <p>3J. Implement 2.4 Site-specific TOSA Innovation Positions at BHS, HHS, SMHS, CHS, MHS and AHS to support the needs of Unduplicated Pupils. Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1,</p>	<p>3D. Ongoing training support for AVID as well as materials, membership fees and other services 5000-5999: Services And Other Operating Expenditures Supplemental \$41,451</p> <p>3E. Summer School Supplemental \$572,249</p> <p>3F. 2.6 FTE Transitional EL 9th, Bridge Program, Sheltered, & SIFE Math/Science classes - Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>3G. EL Specialist Support Staff (7) [Goal 9640] Supplemental \$210,007</p> <p>3H. Online services for OSCR/Intervention Programs 5000-5999: Services And Other Operating Expenditures Base \$120,950</p> <p>3I. After school Tutoring [Goal 9640] 5000-5999: Services And Other Operating Expenditures Supplemental \$58,446</p> <p>3J. Implement 2.4 Site-specific TOSA Innovation Positions at BHS, HHS, SMHS, CHS, MHS and AHS to support the needs of Unduplicated Pupils. Expenditures (salaries and benefits) for these roles captured under base program expenditures (Goal 1,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00	Action 1) 1000-1999: Certificated Personnel Salaries Base \$0.00
<p>Assess and plan for implementation of intervention systems/structures so as to ultimately put in place a more robust, "Multi-tiered System of Support" (MTSS) to be facilitated by:</p> <p>A. Continue to hire and provide an MTSS Coordinator who will co-facilitate the process of assessment and planning for more robust systems of support and intervention for students.</p> <p>B. Consulting support from external consultant to support the process of MTSS planning and implementation.</p>	<p>4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>4B. MTSS Consultant - Cost captured in Goal 3 - Action 5B 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0.00</p>	<p>4A. MTSS Coordinator - Expenditures (certificated salaries and benefits) for this role captured under base program expenditures (Goal 1, Action 1) Base \$0.00</p> <p>4B. MTSS Consultant - Cost captured in Goal 3 - Action 5B 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0.00</p>
<p>5. Continue implementation of ELD Three-year Improvement Plan that leverages the findings of the EL Alignment Study conducted during the 2015-16 school year:</p> <p>A. Continue implementation of ELLevation monitoring software.</p> <p>B. Continue to implement ELD program that aligns to the CA ELA/ELD Framework.</p> <p>C. The district will continue to refine the Curriculum, Instruction, & Assessment common practice across all schools in the district.</p> <p>D. The district will evaluate and amend (as needed) policies related to EL placement, progress and instruction.</p>	<p>5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$30,000</p> <p>5B. Facilitated program design consulting [Goal 1722] 5800: Professional/Consulting Services And Operating Expenditures Title III \$22,000</p> <p>5C. No additional expenditure needed for this action/service. 0</p> <p>5D. No additional expenditure needed for this action/service. 0</p>	<p>5A. ELLevation software licensing 5000-5999: Services And Other Operating Expenditures Base \$12,840</p> <p>5B. Facilitated program design consulting [Goal 1722] 5000-5999: Services And Other Operating Expenditures Title III \$27,450</p> <p>5C. No additional expenditure needed for this action/service. 0</p> <p>5D. No additional expenditure needed for this action/service. 0</p>
<p>6. Continue to provide a high -quality Special Education (SPED) Program for students with Individual Education Plans (IEP's). This includes efforts to redress (in collaboration with General Education staff) issues of Significant Dis -proportionality among key student subgroups with particular learning differences. What follows are the elements of these sets of actions/services.</p> <p>A. Continue to provide high quality Certificated SPED Staff (teachers</p>	<p>6A. Highly-qualified Certificated SPED Staff [6500] 1000-1999: Certificated Personnel Salaries Base \$9,237,090</p> <p>6B. Highly-qualified Classified SPED Staff [6500] 2000-2999:</p>	<p>6A. Highly-qualified Certificated SPED Staff [6500] 1000-1999: Certificated Personnel Salaries Base \$8,034,051</p> <p>6B. Highly-qualified Classified SPED Staff [6500] 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>and administrators) who support and implement the following continuous improvement activities:</p> <ul style="list-style-type: none"> • Compliance with IEP's • Program/Curriculum development • Inclusion/Co-teaching • PD for Ed Specialists (about accommodations) • Leadership/support of Dept. Chairs • Education Specialists who facilitate co-teaching partnerships with gen. ed teachers/parents/ students. This includes both the mindset for Gen. Ed teachers and practical strategies for implementation with SPED teachers who are integrated into General Education settings. Education specialists also provide support with general case management and problem solving. <p>B. Continue to provide high quality classified SPED Staff</p> <p>C. Continue to provide benefits to SPED staff</p> <p>D. Implement (in partnership with General Education staff) the Significant Dis -proportionality Coordinated Early Intervening Services Plan for redressing Significant Disproportionality among key student subgroups (African American and Latino Students with Specific Learning Disabilities). This includes implementing a Multi -tiered System of Support for all students so as to decrease the number of initial referrals to SPED. In addition, the plan contains activities to redress the following issues with key subgroups:</p> <ul style="list-style-type: none"> • decrease in the number (and percentage) of African American Students with "Specific Learning Disabilities" (SLD) • decrease in the number (and percentage) of Latino & White Students with "Emotional Disturbance" (ED) <p>E. Continue to provide books and supplies for students with Individual Education Plans (IEP's)</p> <p>F. Continue to provide services (legal, transportation and otherwise) for students with IEP's.</p> <p>G. Continue to perform other outgoing services for SMUHSD SPED</p>	<p>Classified Personnel Salaries Base \$3,440,742</p> <p>6C. SPED Staff Benefits [6500] 3000-3999: Employee Benefits Base \$5,028,680</p> <p>6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget. Base \$0.00</p> <p>6E. SPED Instructional Materials 4000-4999: Books And Supplies Base \$182,640</p> <p>6F. Services for students with IEP's. 5000-5999: Services And Other Operating Expenditures Base \$3,657,950</p> <p>6G. The provision of other SPED services. 7000-7439: Other Outgo Base \$4,433,414</p>	<p>Classified Personnel Salaries Base \$4,714,460</p> <p>6C. SPED Staff Benefits [6500] 3000-3999: Employee Benefits Base \$5,078,288</p> <p>6D. No additional expenditures are required to implement the SIG-DIS Plan. All other expenditures are captured in the overall SPED budget. Base \$0.00</p> <p>6E. SPED Instructional Materials 4000-4999: Books And Supplies Base \$68,898</p> <p>6F. Services for students with IEP's. 5000-5999: Services And Other Operating Expenditures Base \$4,331,689</p> <p>6G. The provision of other SPED services. 7000-7439: Other Outgo Base \$2,743,184</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
programs.		

Goal Analysis

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

1A. Invest in CA Standards-aligned Science materials [Goal 9120]- The District has chosen to move the adoption of Science instructional materials to the 2022-23 school year as a consequence only expended a small amount of the money expected to be spent on these materials.

2A. Common Assessment Development/Scoring [Goal 9120] -The District opted not to engage in common assessment development in 2019-20 but has opted to start that work in the 2021-22 school year.

Resources in both of these areas were redirected to support the purchase of other instructional materials - specifically digital tools/Chromebooks that supported the district through the spring school closure.

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

The District implemented most of the actions/services delineated in Goal 2. The key success was the beginning of a coalescence around a key set of anti-racism initiatives/activities as well as to build the capacity of our Curriculum coordinators to be more effective facilitators. However, all of that work was put on pause in mid-March as the schools closed due to the Coronavirus Pandemic. That was the major challenge we faced during the 2019-20 school year. While the District continued to provide a basic (virtual) academic program the improvement activities were paused.

Goal 3

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LEAP: 1a,1b,2e,2f,5a,5b,5c

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>A. Suspension/ Expulsion rate decrease:</p> <p>1. The District will reduce the rate of suspension/expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2017-2018 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>2. In addition, the District will reduce by 15% the overall number instructional days lost due to suspension in 2017-20, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p>	<p>2019-20SY Suspended Students:</p> <p>District 2% (175/9378), -1 pt. favorable decrease from baseline Black/African American 4% (3/74), +4 pt. increase from baseline Latinx 4% (117/3178), -1pt. favorable decrease from baseline Pacific Islander 4% (7/198), -3 pt. favorable decrease from baseline English Learner 3% (99/3591), -6 pt. decrease from baseline Foster Youth 0% (0/175) Homeless 5% (3/55), -18pt. favorable decrease from baseline Socio-Economically Disadvantaged 4% (92/2468), -2pt. favorable decrease from baseline Students with IEPs 5% (44/945), -2pt. favorable decrease from baseline</p> <p>2018-19 Suspended Students:</p> <p>District 3% Black/African American * Latinx 5% Pacific Islander 7%</p>

Expected	Actual
<p>19-20</p> <p>A-1. Suspension/ Expulsion rate decrease:</p> <p>a. The District will reduce the rate of suspension (one or more incidents for which the student was suspended) by .5% in 2019-2020 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>b. The District will reduce the rate of expulsion (one or more incidents for which the student was expelled) by .5% in 2019-2020 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students.</p> <p>c. In addition, the District will reduce by 5% the overall number instructional days lost and instructional minutes lost due to suspension in 2019-20, and 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p> <p>A-2. The District will reduce by 5% more the overall number instructional days lost due to suspension in 2019-20, and 7% (more) reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p>	<p>English Learner 6%</p> <p>Foster Youth 5%</p> <p>Homeless 14%</p> <p>Socio-Economically Disadvantaged 6%</p> <p>Students with IEPs 6%</p> <p>2017-18 Suspended Students:</p> <p>District 4%</p> <p>Black/African American *</p> <p>Latinx 6%</p> <p>Pacific Islander 4%</p> <p>English Learner 5%</p> <p>Foster Youth 13%</p> <p>Homeless 12%</p> <p>Socio-Economically Disadvantaged 6%</p> <p>Students with IEPs 9%</p> <p>2016-17 Suspended Students:</p> <p>District 3%</p> <p>Black/African American *</p> <p>Latinx 5%</p> <p>Pacific Islander 7%</p> <p>English Learner 9%</p> <p>Foster Youth 4%</p> <p>Homeless 23%</p> <p>Socio-Economically Disadvantaged 6%</p> <p>Students with IEPs 7%</p> <hr/> <p>2019-20 # of Expulsions:</p> <p>District (5/9378) - 3 less expulsions from baseline</p> <p>Black/African American (0/74)</p> <p>Latinx (3/3178) - 1 less expulsion from baseline</p>

Expected	Actual
<p>Baseline</p> <p>A. Suspension/ Expulsion rate decrease:</p> <p>1. The current District suspension/expulsion rates are as follows.</p> <p>a. Suspensions:</p> <ul style="list-style-type: none"> • Overall: 5% • English Learners: 5% • Low-Income Students: 5% • Homeless/Foster Youth: 30% • Special Education students: 7% • Latino students: 10% • Pacific Islander students: 13% <p>b. Expulsions:</p> <ul style="list-style-type: none"> • Overall: 0.2% • English Learners: 0.1% • Low-Income Students: 0.1% • Homeless/Foster Youth: 0.0% • Special Education students: 0.4% • Latino students: 0.4% • Pacific Islander students: 0.9% <p>2. In addition, the District will set a baseline of the overall number instructional days lost and instructional minutes lost due to suspension in 2017-18 for all students, EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students.</p> <p>Current Average # of Days Lost due to Suspension:</p> <ul style="list-style-type: none"> • Overall: 2.47 • English Learners: 2.68 • Low-Income Students: 2.30 • Homeless/Foster Youth: 2.00 • Special Education students: 2.38 • Latino students: 2.39 • Pacific Islander students: 3.04 	<p>Pacific Islander (0/198) - zero expulsions maintained</p> <p>English Learner (2/3591) - increase of 2 students from baseline</p> <p>Foster Youth (0/175) - zero expulsions maintained</p> <p>Homeless (0/55) - zero expulsions maintained</p> <p>Socio-Economically Disadvantaged (1/2468) - 2 less expulsions from baseline</p> <p>Students with IEPs (0/945) - zero expulsions</p> <p>2018-19 # of Expulsions:</p> <p>District 1</p> <p>Black/African American *</p> <p>Latinx 0</p> <p>Pacific Islander 0</p> <p>English Learner 0</p> <p>Foster Youth 0</p> <p>Homeless 0</p> <p>Socio-Economically Disadvantaged 0</p> <p>Students with IEPs 0</p> <p>2017-18 # of Expulsions:</p> <p>District 6</p> <p>Black/African American *</p> <p>Latinx 2</p> <p>Pacific Islander 0</p> <p>English Learner 0</p> <p>Foster Youth 0</p> <p>Homeless 0</p> <p>Socio-Economically Disadvantaged 3</p> <p>Students with IEPs 2</p> <p>2016-17 # of Expulsions:</p> <p>District 8</p> <p>Black/African American *</p>

Expected	Actual
	Latinx 4 Pacific Islander 0 English Learner 0 Foster Youth 0 Homeless 1 Socio-Economically Disadvantaged 2 Students with IEPs 2
<p>Metric/Indicator</p> <p>B. Student Wellness improvements:</p> <p>1. The percentage of students reporting that they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.</p> <p>2. In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure").</p> <p>3. In addition, students will report on Healthy Kids survey that measures of connectedness are improved on 2017-18 administration (over the 2015-16 survey results).</p> <p>19-20</p> <p>B. Student Wellness improvements:</p> <p>1. The percentage of students reporting that they are "feeling sad" will decrease by 5% (in relation to 2015-16 administration) on the next administration of the California Healthy Kids Survey.</p> <p>2. Percentage of students reporting drug/alcohol use in 2019-20 Administration of CA Healthy Kids: Alcohol Use:</p>	<p>Percentage of students "feeling sad", Healthy Kids Survey:</p> <p>9th Graders: 28% Feeling Sad (2019-20SY) - +3 pt. increase in students "feeling sad" (pandemic year) 9th Graders: 25% Feeling Sad (2018-19SY) 9th Graders: 25% Feeling Sad (2017-18SY)</p> <p>11th Graders: 38% Feeling Sad (2019-20SY) - +4 pt. increase in students "feeling sad" (pandemic year) 11th Graders: 35% Feeling Sad (2018-19SY) 11th Graders: 34% Feeling Sad (2017-18SY)</p> <hr/> <p>Percentage of students reporting drug/alcohol use, Healthy Kids Survey:</p> <p>9th Graders: 11% Drug or Alcohol Use (2019-20SY) - -2 pt. favorable decrease in student drug/alcohol use 9th Graders: 9% Drug or Alcohol Use (2018-19SY) 9th Graders: 13% Drug or Alcohol Use (2017-18SY)</p> <p>11th Graders: 27% Drug or Alcohol Use (2019-20SY) - -1 pt. favorable decrease in student drug/alcohol use 11th Graders: 24% Drug or Alcohol Use (2018-19SY) 11th Graders: 26% Drug or Alcohol Use (2017-18SY)</p>

Expected	Actual
<ul style="list-style-type: none"> • 9th Graders: decrease by .5% (over 2018-19) • 11th Graders: decrease by 3% (over 2018-19) <p>Drug Use:</p> <ul style="list-style-type: none"> • 9th Graders: decrease by .5% (over 2018-19) • 11th Graders: decrease by 3% (over 2018-19) <p>3. Student Wellness improvements:</p> <ul style="list-style-type: none"> • The percentage of students reporting that they are "feeling sad" will decrease by 5% • In addition, there will be a decrease of 10% in the number of students reporting drug/alcohol use - as reported on CA Healthy Kids Survey ("Other Local Measure"). • In addition, students will report on Healthy Kids survey that measures of "connectedness" are improved on 2019-20 administration (over the 2018-19 survey results). <p>Baseline</p> <p>B. Student Wellness improvements:</p> <p>1. Percentage of students "feeling sad" in 2015-16 Administration of CA Healthy Kids:</p> <ul style="list-style-type: none"> • 9th Graders: 21% • 11th Graders: 29% <p>2. Percentage of students reporting drug/alcohol use in 2015-16 Administration of CA Healthy Kids:</p> <p>Alcohol Use:</p> <ul style="list-style-type: none"> • 9th Graders: 6% • 11th Graders: 22% <p>Drug Use:</p> <ul style="list-style-type: none"> • 9th Graders: 6% • 11th Graders: 14% 	

Expected	Actual
<p>3. Percentage of students feeling "connected" in 2015-16 Administration of CA Healthy Kids:</p> <ul style="list-style-type: none"> 9th Graders: 68% 11th Graders: 60% 	
<p>Metric/Indicator</p> <p>C-1. Decreases in Chronic Absenteeism:</p> <p>a. The district will decrease rates of chronic absenteeism overall and among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students</p> <ul style="list-style-type: none"> Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district. <p>C-2. Attendance Rates overall:</p> <ul style="list-style-type: none"> The district will decrease absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students. <p>19-20</p> <p>C-1. Decreases in Chronic Absenteeism:</p> <ul style="list-style-type: none"> The district will decrease rates of chronic absenteeism overall by .5% more and 2% more among all subgroups, including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students Chronic absenteeism defined: a student is a chronically absent if they are absent at least 10% of the days enrolled in the entire district. 	<p>Unable to accurately report 2019-20SY absences due to school closures and Covid-19 pandemic.</p> <p>During the 2019-20SY, an adjustment was made for absence monitoring to be more in-line with 100% virtual learning. Students with 15 or more period absences were reported weekly by our Student Services Dept. until May 2021.</p> <p>Remote learning temporarily changed our attendance-taking method during the pandemic. No comparison to baseline targets to report.</p> <p>Results of 2019-20SY 15 or More Period Absences:</p> <p>All - 4% (9343) Black/African American - 10% (7/73) Latinx - 8% (258/3126) Pacific Islander 4% (7/195) English Learner 27% (182/679) excludes RFEP Students w/ IEPs 9% (9/14)</p> <hr/> <p>Previous year traditional attendance: 2018-19 Chronic Absenteeism District: 10% Black/African American: 18% Latinx: 16% Pacific Islander: 22% English Learner - Mainstream: 22%</p>

Expected	Actual
<p>C-2. Attendance Rates overall:</p> <ul style="list-style-type: none"> The district will decrease by .25% (more - over 2018-19) absenteeism overall and by .5% (more over 2018-19) among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students. <p>Baseline</p> <p>C-1. Decreases in Chronic Absenteeism:</p> <p>a. The current district rates of Chronic Absenteeism are as follows:</p> <ul style="list-style-type: none"> Overall: 8.5% English Learners (in ELD): 18.6% English Learners (Not in ELD): 16.4% Low-Income Students: 14.6% Homeless/Foster Youth: 36.8% Special Education students: 21.5% Latino students: 13.9% Pacific Islander students: 13.6% <p>C-2. Decreases in Absenteeism Overall:</p> <ul style="list-style-type: none"> The current district average rates of Absenteeism overall and among all subgroups, including our Latino, Low-income, Foster/Homeless Youth and English Learner students are as follows: Overall: 4% English Learners: 5% Low-Income Students: 5% Homeless/Foster Youth: 10% Special Education students: 7% Latino students: 5% Pacific Islander students: 9% 	<p>English Learner , LTEL : 24%</p> <p>Foster Youth: 56%</p> <p>Homeless:48 %</p> <p>Socio-Economically Disadvantaged: 18%</p> <p>Students w/ IEPS: 22%</p> <p>2017-18 Chronic Absenteeism</p> <p>District: 10%</p> <p>Black/African American: 18%</p> <p>Latinx: 16%</p> <p>Pacific Islander: 21%</p> <p>English Learner - Mainstream: 24 %</p> <p>English Learner , LTEL : 36 %</p> <p>Foster Youth: 47%</p> <p>Homeless: 35%</p> <p>Socio-Economically Disadvantaged: 17 %</p> <p>Students w/ IEPS: 23%</p> <p>2016-17 Chronic Absenteeism</p> <p>District: 9%</p> <p>Black/African American: 11%</p> <p>Latinx:15 %</p> <p>Pacific Islander: 17 %</p> <p>English Learner - Mainstream: 22%</p> <p>English Learner , LTEL : 20%</p> <p>Foster Youth:29 %</p> <p>Homeless: 53%</p> <p>Socio-Economically Disadvantaged: 16%</p> <p>Students w/ IEPS: 22%</p> <hr/> <p>2018-19 Overall Absence Rate</p> <p>District: 4%</p> <p>Black/African American: 6%</p> <p>Latinx: 6%</p> <p>Pacific Islander: 7 %</p>

Expected	Actual
	<p>English Learner - Mainstream: 8% English Learner , LTEL : 9% Foster Youth:15 % Homeless: 9% Socio-Economically Disadvantaged: 7% Students w/ IEPS: 8 %</p> <p>2017-18 Overall Absence Rate District: 4% Black/African American: 6% Latinx: 6% Pacific Islander: 7% English Learner - Mainstream: 8% English Learner , LTEL : 7% Foster Youth: 13% Homeless: 7% Socio-Economically Disadvantaged: 6% Students w/ IEPS: 8%</p> <p>2016-17 Overall Absence Rate District: 4% Black/African American: 4% Latinx: 5% Pacific Islander: 5 % English Learner - Mainstream: 7% English Learner , LTEL : 6% Foster Youth: 7% Homeless: 6% Socio-Economically Disadvantaged: 6% Students w/ IEPS: 7%</p>
<p>Metric/Indicator D. Provide effective trainings/support for families - CA Healthy Kids - Parent Survey will be administered for the first time in 2018-19.</p>	<p>2019-20SY: 75% (999/1,331 respondents) of parents/families surveyed felt that their school "[Provides them] information on how to help [their] child plan for college or vocational school. This is a 9 pt. increase from the baseline year.</p>

Expected	Actual
<p>Baseline will be established regarding parent perception of the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p> <p>19-20 D. Provide effective trainings/support for families - CA Healthy Kids - Parent Survey</p> <p>The District looks to improve its result on the parent survey on question 62 such that 70+% of parents/families indicate that their school "[Provides them] information on how to help [their] child plan for college or vocational school" during the 2019-20 administration of the survey.</p> <p>Baseline D. Parent Training/Support: Baseline has now been established regarding parent perception of the extent to which their school "[Provides them] information on how to help [their] child plan for college or vocational school." (CHKS, Question 62)</p> <p>66% of parents/families surveyed felt that their school "[Provides them] information on how to help [their] child plan for college or vocational school."</p>	<p>2016-17SY (Baseline): 66% of parents/families surveyed felt that their school "[Provides them] information on how to help [their] child plan for college or vocational school."</p>
<p>Metric/Indicator E. CA Healthy Kids - Parent Survey will be administered for the first time in 2018-19.</p> <ul style="list-style-type: none"> Baseline will be established regarding parent perception of the extent to which their school "actively seeks the input of parents before making important decisions" (CHKS, Question 38) 	<p>"Actively seeks the input of parents before making important decisions" (CHKS, Question 38):</p> <p>2019-20SY: 62% of parents indicated that that they strongly agreed/agreed with the statement. 6 pt. increase from baseline year.</p>

Expected	Actual
<ul style="list-style-type: none"> Baseline will be established regarding parent perception of the school "providing quality counseling or other ways to help students with social or emotional needs." (CHKS, Question 15) <p>19-20 CA Healthy Kids - Parent Survey</p> <p>The District looks to improve its result on the parent survey on question 38 such that 60+% of parents/families indicate that their school "Actively seeks the input of parents before making important decisions" during the 2019-20 administration of the survey.</p> <p>The District looks to improve its result on the parent survey on question 15 such that 70+% of parents/families indicate that their school "Actively seeks the input of parents before making important decisions" during the 2019-20 administration of the survey.</p> <p>Baseline E. CA Healthy Kids</p> <ul style="list-style-type: none"> Baseline has now been established regarding parent perception of the extent to which their school does the following: <p>"Actively seeks the input of parents before making important decisions" (CHKS, Question 38):</p> <ul style="list-style-type: none"> 56% of parents indicated that that they strongly agreed/agreed with the statement <p>"provides quality counseling or other ways to help students with social or emotional needs."</p>	<p>2016-17SY (Baseline): 56% of parents indicated that that they strongly agreed/agreed with the statement</p> <hr/> <p>"Provides quality counseling or other ways to help students with social or emotional needs." (CHKS, Question 15):</p> <p>2019-20SY: 69% of parents indicated that that they strongly agreed/agreed with the statement</p> <p>2016-17SY (Baseline): 66% of parents indicated that that they strongly agreed/agreed with the statement. 3 pt. increase from baseline year.</p>

Expected	Actual
<p>(CHKS, Question 15):</p> <ul style="list-style-type: none"> 66% of parents indicated that that they strongly agreed/agreed with the statement 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Continue to implement Attendance and Welfare/Restorative Justice Coordinator position. This position is the case manager for high risk students including being the lead liaison for Foster Youth (reviews transcripts, coordinates support)</p>	<p>1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits) 1000-1999: Certificated Personnel Salaries Base \$0.00</p>	<p>1. Attendance and Welfare/Restorative Justice Coordinator. This expenditure is captured in the overall base program costs captured in Goal 1, Action 1 (Certificated Salaries and Benefits) 1000-1999: Certificated Personnel Salaries Base \$0.00</p>
<p>2. Provide 16 Marriage and Family Therapists (total of \$1.6 million, but \$1 million paid for by grant from SPEDERHMS and \$600K from General Fund).</p> <p>A. Marriage and Family Therapists provide individual and group therapy to students in need.</p> <p>B. Pilot program will be evaluated by Stanford evaluators each year for three years.</p>	<p>2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>MFT Monitoring Program - Stanford Evaluators 5800: Professional/Consulting Services And Operating Expenditures Other 70,000</p>	<p>2A. Marriage and Family Therapists (MFT) for all school sites (16) - (Peninsula Health Care District Grant) - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>Contractor - Stefanie Lamoy, HealthMaster EMR 5800: Professional/Consulting Services And Operating Expenditures Other \$39,000</p>
<p>3. Health and Wellness Coordinators.</p> <p>A. Provide 3 Certificated Health and Wellness Coordinators shared across all school sites to support the social and emotional needs of students and staff.</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 2000-2999:</p>	<p>3A. Health and Wellness Coordinators (Peninsula Health Care District Grant) 2000-2999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Classified Personnel Salaries Other \$500,000	Classified Personnel Salaries Other \$250,479
4. District will continue to provide a Manager of Mental Health Supports (Classified Manager) who will coordinate and manage the various mental health resources described above.	Manager Mental Health Supports - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00	Manager Mental Health Supports - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00
<p>5. District will continue to invest in a MTSS Coordinator and strategies to support early intervention, district-wide wellness, and SRO's to address chronic absenteeism at all school sites.</p> <p>A. The district will provide an MTSS Certificated Coordinator who will provide support for and facilitate the ongoing planning for the implementation of a multi-tiered system of support.</p> <p>B. In order to address the district's "Significant Disproportionality" in Special Education among some key subgroups, the district will continue to hire a consultant from Collaborative Learning Solutions to facilitate the refinement of the district's Multi-tiered System of Supports (MTSS). The consultant will provide PD and coaching on district and site best practices related to MTSS.</p> <p>C. Continue to provide a district-wide Wellness Coordinator who works out the district office and supports wellness efforts across the district.</p> <p>D. District will continue to provide SRO's at all sites to monitor and follow up with students exhibiting chronic absenteeism.</p>	<p>5A. MTSS/SPED Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>5B - Consultant Fee 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$46,800</p> <p>5C. District Wellness Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>5D. SRO's (50% of cost supported by General Fund) -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p>	<p>5A. MTSS/SPED Coordinator - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>5C. District Wellness Coordinator -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>5D. SRO's (50% of cost supported by General Fund) -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6. Strengthen Community Outreach partnerships to expand interventions that support increased student academic achievement</p> <p>A. Continue Family Engagement Coordinator positions at all school sites to foster involvement of families at school and support academic learning at home.</p> <p>B. Continue development of parent education modules internally.</p>	<p>6A. Family Engagement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Supplemental \$187,500</p> <p>6B. Parent Education and outreach support 4000-4999: Books And Supplies Base \$5,000</p> <p>Continue to implement a full time classified staff person at Family Center for parents/guardians at the District Office Site. 2000-2999: Classified Personnel Salaries Title I \$70,000</p>	<p>6A. Family Engagement Coordinator positions [2.5 FTE] 2000-2999: Classified Personnel Salaries Supplemental \$140,913</p> <p>6B. Parent Education and outreach support 4000-4999: Books And Supplies Base \$6,000</p> <p>Continue to implement a full time classified staff person at Family Center for parents/guardians at the District Office Site. 2000-2999: Classified Personnel Salaries Title I \$62,583</p>
<p>7A. Implement orientation meetings for incoming students to include opportunities for co-curricular, extra- curricular and school community involvement</p> <p>7B. Increase club and co-curricular participation for all students as evidenced by sign-ups, attendance, meeting schedules</p>	<p>7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - certificated salaries and benefits). 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies that are apportioned to school sites based on student population. Base \$0.00</p>	<p>7A. Leadership/UASB sections for student activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - certificated salaries and benefits). 1000-1999: Certificated Personnel Salaries Base \$0.00</p> <p>7B. materials/ supplies for orientation activities -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Books and Supplies that are apportioned to school sites based on student population. Base \$0.00</p>
<p>8A. Continue to review /monitor attendance records for all students with targeted monitoring for each foster youth on a weekly basis.</p> <p>8B. Continue to implement alternative programs for out-of-school suspensions.</p>	<p>8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 -</p>	<p>8A. Alternative to Suspension program personnel -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 -</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8C. Convene Chronic Absenteeism task force to better understand the problem of students who are chronically absent and identify more effective strategies/supports to help them attend school more regularly.</p>	<p>Certificated Salaries and Benefits). Base \$0.00</p> <p>8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits). Base \$0.00</p> <p>Convene Chronic Absenteeism task force. 1000-1999: Certificated Personnel Salaries Base 0.00</p>	<p>Certificated Salaries and Benefits). Base \$0.00</p> <p>8B. 1.0 FTE Independent Study/ Alternative Educational Program Support -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - Certificated Salaries and Benefits). Base \$0.00</p> <p>Convene Chronic Absenteeism task force. 1000-1999: Certificated Personnel Salaries Base \$0.00</p>
<p>9A. Provide prevention / Intervention support to increase student time in class and decrease chronic truancy rates</p> <p>9B. Provide social---emotional supports such as Positive Behavioral Intervention Systems and Mental Health services and Restorative Justice for at-risk students</p> <p>9C. Regularly communicate, collaborate with, and be responsive to requests for information from teachers, county child welfare agency, social workers, caregivers, education rights holders, court appointed special advocates, and other entities providing care, support or services foster youth in the LEA.</p>	<p>Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>Outside services—Social Worker Interns/YSB/PCRC -These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$50,000</p> <p>No additional cost associated with this.</p>	<p>Enrollment Center Investigator/Attendance Support - These expenditures are accounted for as part of the district base program outlined in Goal 1 - Action 1 - classified salaries and benefits). Base \$0.00</p> <p>No additional cost associated with this.</p>

Goal Analysis

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

While the resources that were not expended from this goal area (approximately \$300,000) were not LCAP Supplemental Resources (intended for historically underserved groups of students), they were redirected to the General Fund to support the academic and health/wellness programs implemented during the 2019-20 school year.

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

The District saw improvements overall in this goal area. We have been able to implement a strong and supportive mental health and wellness program; successful alternative to suspension and substance abuse programs. These efforts have yielded improvements in the related outcomes, as evidenced by the metrics update above.

The area of continued challenge continues to be around Chronic absenteeism. While we have implemented strategies to address it, students continue to in greater numbers than we had hoped continued to miss significant numbers of days of school. These issues were only exacerbated by the Pandemic, so the District looks to redouble its efforts by implementing the strategies articulated in the new 2021-2024 LCAP.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-person learning pods protective equipment.	\$35,000	\$33,500	No

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

NA

Analysis of In-Person Instructional Offerings

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

The District provided in person instruction to about one third of its students for the last six weeks of the school year - after providing pod-based support for high-need students throughout the school year. The program was successful in that for the students who participated, there was social interaction and some face-to-face time with peers and teachers. The district returned to in-person learning in a phased approach, as indicated in the Learning Continuity and Attendance Plan. Specifically, students with significant disabilities returned to In-Person learning in the 1st phase and our newcomer students in the Bridge Program returned as part of the 2nd phase. This allowed for the district to serve students with more needs first as well as ensure that safety protocols were effectively in place. The challenge was, in order to ensure no disruption to ongoing instruction, students who attended in person were still working on Zoom with their teacher in the same room - while their classmates were on zoom from home or another location off campus. This made for a challenging but serviceable learning environment. However, opening schools up in March/April did allow for teachers to return to their classrooms and for some students to begin the transition back to school - which will certainly make the transition to a more "normal" experience easier in the fall of 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Canvas Learning Management System	\$64,837.50	\$64,837.50	Yes
Zoom	\$25,000	\$16,946.96	Yes
Google Apps for Education	\$20,000	\$23,834.00	Yes
Aeries Student Information System	\$71,270.85	\$71,270.85	Yes
Edgenuity - Independent Study Platform	\$160,000	\$169,850	Yes
District-wide online teaching and learning tools (Newsela, Nearpod, Padlet, etc)	\$107,663	\$116,657	Yes
Adobe Creative Cloud	\$17,000	\$9,840.00	Yes
Other resources to be leveraged by teachers during online synchronous learning	\$350,000	\$258,920.00	Yes

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

NA

Analysis of the Distance Learning Program

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

The District and its students navigated the Distance Learning during the Pandemic in the following ways:

- Continuity of Instruction:
- We were able to provide a full academic program with teacher led instruction as well as a more significant Independent Study program (350 students vs. our usual number of 50-100 students) throughout the school year for all students

- Over 90% were consistently "distance learning engaged" each semester and among those students, the overwhelming majority were earning a 2.0 GPA and/or passing all classes
- Among the students who were "distance learning not-engaged" (defined as students who missed three periods or more of instruction each week) our historically underserved groups of students were disproportionately represented. In particular, Pacific Islander, EL, Latino and Socioeconomically Disadvantaged students were over-represented in this group of students. We look forward to the continued implementation of in-person instruction as we believe this will make a significant positive impact on the attendance/engagement of these groups of students.

- Access to Devices and Connectivity:

- The District provided a chromebook to all students who needed one across all school sites. In addition, the District provided either a wifi hotspot and/or access to home access to the "Internet Essentials" program through Comcast. This was provided to students who were not able to secure a consistent connection via the cellular hotspot provided to students. The provision of a strong and consistent connection to the internet was a challenge throughout the year, but overall this was an issue for 3-5% of students across the District.

- Pupil Participation and Progress:

- Over 90% of students were Distance Learning Engaged throughout the school year and the following is a summary of the key outcomes from the first semester of the 2020-21 school year:
- Gaps in performance among groups persisted, and engagement was the key issue
- Course-Passing rates among "engaged" students (85% of all students) is in line with recent years (even a bit better in some subject areas)
- "Engaged" students passed courses across all subjects (94%-98% passing rates)
- Key student groups disproportionately "not-engaged" (15% of students) & not passing:
- Pacific Islander Students: 47% "not engaged" in fall semester
- English Learner Students: 44%-48% "not engaged" in fall semester
- "Not Engaged" Students failed classes at significantly high rates across subject areas: 25%-58% failure rates

- Distance Learning Professional Development:

- The District provided all teachers with 20 hours of self-guided professional development during the summer of 2020 to support their specific needs (often on specific digital tools) in collaboration with their respective professional learning communities. In addition, the District utilized its entire allotment of Professional Development days at the beginning of the school year to support teachers in learning the VOCAL framework which was intended to help teachers understand how to approach online teaching and learning. Finally, the District also collaborated with the San Mateo County Office of Education to provide teacher with an online teaching training the weekend just before the school year started. All of this frontloaded professional development was then supported throughout the year by the District's Instructional Technology Coordinators, who work at the District-wide and individual site levels.

- Staff Roles and Responsibilities:

- Staff throughout the district in non-teaching roles did much to adjust to reassignments and pitched in all sorts of way to support student and teacher needs. For example, staff in transportation drove wifi hotspots to students homes and Instructional Assistants logged in to courses to support students. Library Media Technicians supported the technical needs of students and families. Facilities staff many different alternate roles and were able to address a wide array of deferred maintenance projects that are often deferred due to more pressing issues.
- Support for Pupils with Unique needs:
- The District provided "pods" throughout the first semester and winter for many high-needs students, for social support as well as to provide a more secure and substantive connection to the internet. In addition, as the District began to bring students back it did that in phases and students with IEP's and our English Learners were part of the first phase in early March. The District continues to monitor and support these students as needed.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Datazone	\$27,714	\$24,500.00	Yes
Panorama Student/Caregiver/Staff Survey	\$39,309.00	\$39,309.00	Yes
Mathematics Diagnostic Testing Project (MTDP) administration to all	\$5,000	\$2,500.00	No
Reading Inventory	\$40,000	\$42,000.00	No
Edulastic Assessment Platform	\$18,000	\$16,800.00	Yes
MTSS Coordinator	\$187,531	\$175,800.00	No
Coordinator Stipends	\$69,000	\$62,000.00	No

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

NA

Analysis of Pupil Learning Loss

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

One of the main challenges in addressing students learning in the 2020-2021 school year was due to the difficulties associated with virtual learning. This includes screen fatigue, the increase obstacle related to distance in developing relationships with families and the problems encountered with hotspots and chromebooks. Each of the schools created a re-engagement plan for students who were not attending or engaging in class regularly. School staff address these gaps in learning time by offering office hours, making home visits and inviting students to attend in-person learning pods. Overall, these efforts were somewhat successful at ensuring that the gaps in grades and credits were not significantly different between the 2020-2021 school year and 2019-2020 school year. However, there were still trends in student engagement that will require specific community and school efforts to promote culture building and sense of community in Fall 2021. The District Reported on the results of the first semester in January and February 2021. The following is a summary of student grades during that semester and student credit accumulation issues:

OVERALL SEMESTER I (fall 2020) GRADE ANALYSIS:

- Gaps in performance among groups persist, and engagement continues to be the key issue
- Course-Passing rates among “engaged” students (85% of all students) is in line with recent years (even a bit better in some subject areas)
- “Engaged” students passed courses across all subjects (94%-98% passing rates)
- Key student groups disproportionately “not-engaged” (15% of students) & not passing
- Pacific Islander Students: 47% “not engaged” in fall
- English Learner Students: 44%-48% “not engaged” in fall
- “Not Engaged” Students failed classes at significantly high rates across subject areas: 25%-58% failure rates

Final Algebra I Outcomes (fall 2020):

- Overall District “C- or better” rate unchanged year over year (82%)
- Student groups generally flat with a few improvements:
- African American Students showed significant improvement
- Students with 504 Plans & Long-term EL Students also showed 4% points of improvement over fall 2019

Final English I Outcomes (fall 2020):

- Overall District “C- or better” rate lower than 2019 (92% in 2019 and 86% in 2020) and recent years and a decline across most subgroups
- Student groups generally flat with few groups showing improvement
- Significant digression for:
- Under-resourced Students (SED): 81% (2019) to 69% (2020)
- Pacific Islander Students (linked to “engagement” concerns): 75% (2019) to 61% (2020)
- English Learners overall: 89% (2019) to 62% (2020)
- Long-Term EL’s (LTEL): 74% (2019) to 53% (2020)
- Students with IEP’s: 79% (2019) to 68% (2020)

CREDIT ACCUMULATION UPDATE (as of the end of the fall semester 2020)

- 89% of students overall are “on-track” for graduation
- 7% overall are “extremely off-track”
- 11th graders have the highest percentage “extremely off-track” status (9.5% of class overall)
- Most racial/ethnic groups in line with district averages across grade levels, however...
- 15.6% of Latin-x & 15.2% of Pacific Islander Students “extremely off-track”
- English Learners (EL)
- Significant numbers of ELs in ELD are “extremely off-track”
- As with overall trends, 11th graders are most “off-track” (53%)

- Nearly ¼ of Long-term ELs are “extremely off track”
- Students with Individual Education Plans (IEP’s)
- 24.5% off track (“slightly-extremely”)
- 14.5% “Extremely off-track overall”
- Students with Socioeconomically Disadvantaged Backgrounds
- 24.4% off-track (“slightly-extremely”)
- 16.5% “Extremely off-track overall”

Analysis of Mental Health and Social and Emotional Well-Being

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

The District conducted the Panorama Survey in November 2020 to all students (79% completed the survey). According to the survey, the following results were reported to the Board and public on Feb. 2021:

- Student-Teacher Relationships:
 - Students overwhelmingly feel respected by teachers
 - Authenticity/depth of relationships appears to be shallow
- Sense of Belonging:
 - Students' perception of connectedness to others has significant room for growth (although they report being most-connected to each other)
- Engagement (with courses/people):
 - Interest/engagement with distance learning courses was generally quite low
 - Unclear how much of this is related to the current situation, but it is low relative to the National data set Panorama has shared

The District has utilized its mental health staff to monitor, triage and support students' mental health needs during Distance Learning. Therapist provided virtual one on one sessions for students throughout the year and were able to serve hundreds of students and families in this model. The staff has conducted ongoing outreach to students and their families and this support has been coordinated with each site's Tier II intervention team when where appropriate. This work will continue into next year as an increase in needs for mental health support are anticipated.

Analysis of Pupil and Family Engagement and Outreach

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

The District has continued to implement its pupil and family engagement efforts throughout the Pandemic and Distance Learning. This includes:

- Family Engagement Coordinators at each site (all of whom speak Spanish)
- Family information nights on Zoom - to support families in understanding their academic and learning options as they evolved throughout the school year
- Staff (Administrators, school counselors and teachers) use of digital messaging platforms - Aeries Communication and Remind to inform families on day-to-day classroom-based needs or school-wide information

These efforts have been somewhat successful in keeping families informed and engaged in supporting students. However, we have struggled to keep some of our most vulnerable students and their caregivers engaged as their circumstances have been challenging

and our outreach has been insufficient to the need. We look forward to a return to in-person schooling as a way to better to connect to all of our families, but we will continue to leverage the newfound technology-based supports (Zoom meetings/webinars, text messaging, etc.) to conduct more effective outreach.

Analysis of School Nutrition

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

The District was able to continue to provide nutrition to students - both during Distance learning and during the return to campus that started in March. The only major concern was that not as many students took advantage as we would have hoped.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

None.

Overall Analysis

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

The District has learned much from the implementation of Distance learning programs in 2020-21. Here is a summary of the key issues we will carryover into the 2021-24 school year:

- The diversity of challenges/needs (deeply connected to racism and class-based issues) that existed before the Pandemic were brought into stark relief during the Pandemic. As a consequence, the District has redoubled its efforts to become an anti-racist institution going forward. This will entail partnering with Safir/Truss for District-wide PD (and likely others) for the next few years. This work is captured in a variety of parts of its 2021-24 LCAP.
- We will now be a 1:1 Chromebook District and provide all students with those devices going forward. As a consequence, we will ensure that those tools can be used in all classes, any day that they are warranted. This is in our LCAP.
- We will continue to deepen our use of Canvas and other digital tools to support project-based learning - this is also in the LCAP.
- We will continue to evolve our family/caregiver outreach efforts to address what was learned about family needs to effectively support their students - this is now reflected in one of the District's new LCAP Goals.
- Finally, all of the District's new goals reflect learning and reflections related to equity that certainly had begun before the Pandemic, but is now much clearer as a priority.

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

The District looks to take a multi-pronged approach to assess and address learning restoration among its students. What follows is a summary of how these issues will be address over the next few years:

Credit Recovery:

- Implementation of a robust summer school program during the summer of 2021 and 2022 to ensure that students can gain the credits they have not yet earned. This will include having teachers lead all credit recovery programs during the summer of 2021 and then redesign the whole program for the summer of 2022.

Academic Skill/Social-emotional skill assessment and development:

- The District will continue to implement the Panorama survey to assess student SEL assets and needs
- The District will pilot the use of a new cognitive assessment -" MindPrint" to understand student Cognitive skills assets and needs

The District will continue to use the IEP process and annual/triennial review processes to evalutate the progress and appropriate supports for student with unique needs

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

None.

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

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

The District has used the ongoing analysis and reflection - both prompted by the plan and prompted by stakeholders throughout the Pandemic to come to the new goals in the revised LCAP. What were predictable racialized outcomes among students and issues of bias and racism before the Pandemic, became even more urgent issues of systemic inequality during the Pandemic. The new LCAP is heavily influenced by the evolution of thinking and energy related to these issues. In addition, the District has learned much about student social emotional needs, family engagement needs and effective strategies for supporting families as well as the role of technology in the classroom. All of these issues and many more are now captured in the 2021-24 LCAP. Finally, the need to increase the strength of relationships between students, families and school staff was also an important learning from the Pandemic. Goal 1 and the actions and strategies of the 21-22 through 23-24 LCAP reflect the importance of this work in ensuring that all students are able to find success at school and feel connected to their classroom and school community.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	149,377,248.00	180,925,420.00
	0.00	0.00
Base	143,473,610.00	176,419,312.00
California Career Pathways Trust	0.00	0.00
California Partnership Academies	90,000.00	100,486.00
Lottery	200,000.00	201,940.00
Other	570,000.00	289,479.00
Supplemental	4,936,638.00	3,805,250.00
Title I	85,000.00	81,503.00
Title III	22,000.00	27,450.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	149,377,248.00	180,925,420.00
	882,338.00	925,422.00
1000-1999: Certificated Personnel Salaries	58,459,262.00	73,146,410.00
2000-2999: Classified Personnel Salaries	31,413,073.00	31,766,189.00
3000-3999: Employee Benefits	30,606,928.00	38,903,441.00
4000-4999: Books And Supplies	7,326,258.00	7,854,464.00
5000-5999: Services And Other Operating Expenditures	15,909,175.00	25,336,150.00
5800: Professional/Consulting Services And Operating Expenditures	346,800.00	250,160.00
7000-7439: Other Outgo	4,433,414.00	2,743,184.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	149,377,248.00	180,925,420.00
		0.00	0.00
	Base	160,000.00	42,680.00
	California Partnership Academies	90,000.00	100,486.00
	Supplemental	632,338.00	782,256.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	54,789,262.00	70,475,192.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	3,670,000.00	2,671,218.00
2000-2999: Classified Personnel Salaries	Base	30,655,573.00	31,312,214.00
2000-2999: Classified Personnel Salaries	Other	500,000.00	250,479.00
2000-2999: Classified Personnel Salaries	Supplemental	187,500.00	140,913.00
2000-2999: Classified Personnel Salaries	Title I	70,000.00	62,583.00
3000-3999: Employee Benefits	Base	30,606,928.00	38,903,441.00
4000-4999: Books And Supplies	Base	6,976,258.00	7,541,558.00
4000-4999: Books And Supplies	Lottery	200,000.00	201,940.00
4000-4999: Books And Supplies	Supplemental	150,000.00	110,966.00
5000-5999: Services And Other Operating Expenditures	Base	15,644,175.00	25,189,883.00
5000-5999: Services And Other Operating Expenditures	Supplemental	250,000.00	99,897.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00	18,920.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	27,450.00
5800: Professional/Consulting Services And Operating Expenditures	Base	208,000.00	211,160.00
5800: Professional/Consulting Services And Operating Expenditures	Other	70,000.00	39,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	46,800.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	22,000.00	0.00
7000-7439: Other Outgo	Base	4,433,414.00	2,743,184.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	117,215,094.00	151,503,844.00
Goal 2	31,232,854.00	28,922,601.00
Goal 3	929,300.00	498,975.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$35,000.00	\$33,500.00
Distance Learning Program	\$815,771.35	\$732,156.31
Pupil Learning Loss	\$386,554.00	\$362,909.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,237,325.35	\$1,128,565.31

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$35,000.00	\$33,500.00
Distance Learning Program		
Pupil Learning Loss	\$301,531.00	\$282,300.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$336,531.00	\$315,800.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$815,771.35	\$732,156.31
Pupil Learning Loss	\$85,023.00	\$80,609.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$900,794.35	\$812,765.31

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Mateo Union High School District	Kevin Skelly, Ph.D Superintendent	kskelly@smuhsd.org 650-558-2200

Plan Summary [2021-22]

General Information

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

The San Mateo Union High School District (SMUHSD) serves the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno on the San Francisco Bay Area’s Peninsula. The San Mateo Union High School District acknowledges that the land on which we live and serve is the unceded ancestral homeland of the Ramaytush Ohlone people. We express our respect and gratitude for the work of the Ramaytush Ohlone to educate residents about their history and the continuing contributions of the Ohlone people. We look forward to working with the Ramaytush Ohlone to support schools in sharing this knowledge with our county’s students and communities. Through six comprehensive high schools, a continuation high school, a middle college program, and an adult school, the SMUHSD serves approximately 9,000 high school students. We serve a diverse student body representing a beautiful combination of backgrounds, ethnicities, racial identities, languages, religions, beliefs and cultural heritages. This includes a racial make-up of 33% Latinx/Hispanic, 26% White, 14% of students identify with more than one race or ethnicity, 12% Chinese, 4 % Filipino, 3% Pacific Islander, 2% Japanese or Korean, 3% Asian Indian and 4% of students from other racial and ethnic groups. Over 30% of our student body and their families speak at least one second language and 10% are current English Learners.

As with many public institutions, the district has struggled to serve all students equitably, grappling with a past and current state of racialized predictable outcomes and has embarked on the work to ensure all students have an experience within the district that ensures their future success, both as people and in their future vocations. is the continued goal of all members of the SMUHSD community to ensure every student experiences the best possible education. We do this by treating the whole student – from emotional wellness to academic achievement – and ensuring that each student has the options, classes, guidance and overall support needed to have a fulfilling four year high school experience. Our entire system’s work is anchored in our equity vision and mission. Our vision is that all students will learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities. Our mission is that we will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students have the skills and knowledge to thrive physically, emotionally, and academically.

As we work towards realizing our mission and vision, it is our goal that we support every student in reaching their definition of success; whether that be entering a 2- or 4- year institution of higher education, embarking on a career in the trades, or finding a job that they find joy in, among the many other paths that exist post-high school.

As an organization, we are committed to our staff in every department, working with our families and the greater community to support the holistic well-being of every student we serve.

Reflections: Successes

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

Given the limited value of review of the 2020 CA School Dashboard data (and that is the most recent set of that data) as well as the unique circumstances of the end of the 2019-2020 school year (and entire 2020-21 school year), the District has opted to report on its progress using its own local measures as well as some key measures that are good proxies for information found on the CA School Dashboard.

1. The District tracked student participation in distance learning in the fall semester 2020 by using a term called, "Distance Learning Engaged." This was an indication that a student was present and either visible or verbally present (if Zoom-video was off) on a daily basis. A student was deemed "Distance Learning not engaged," if they were not present in three or more periods in a day. Despite the significant access issues that some students experienced in the fall, here was a summary of the outcomes of this data point:

- Course-Passing rates among "engaged" students (85% of all students) were in line with recent years (even a bit better in some subject areas)
- "Engaged" students passed courses across all subjects (94%-98% passing rates across all groups)

2. While the entire fall semester was administered in virtual learning, the District tracked and reported to the Board and stakeholders the percentage of students who earned a C- or better in ALGEBRA I and disaggregated that data among students who were "distance learning engaged" and those who were "distance learning not engaged." Here were some positive outcomes noted in that data:

- Latino students: 75% of those "distance learning engaged" had earned C- or better in ALGEBRA I, whereas in the fall of 2019, only 70% of Latino students had earned a C- or better in ALGEBRA I
- African American students: 73% of those "distance learning engaged" had earned C- or better in ALGEBRA I, whereas in the fall of 2019, only 55% of African American students had earned a C- or better in ALGEBRA I
- Long-Term English Learners (LTEL's): 59% of those "distance learning engaged" had earned C- or better in ALGEBRA I, whereas in the fall of 2019, only 5% of these students had earned a C- or better in ALGEBRA I
- Socioeconomically Disadvantaged: 73% of those "distance learning engaged" had earned C- or better in ALGEBRA I, whereas in the fall of 2019, only 74% of these students had earned a C- or better in ALGEBRA I - a significant accomplishment given that this subgroup may have struggled most with issues of access during distance learning.

- Students with 504 Plans: 78% of those "distance learning engaged" had earned C- or better in ALGEBRA I, whereas in the fall of 2019, only 74% of these students had earned a C- or better in ALGEBRA I

3. Graduating Senior completion of the requirements for admission to the University of CA and/or California State University Systems (A-G Completion): While the District saw a slight decline in the completion of these requirements overall, it saw improvement in rates among:

- Socioeconomically disadvantaged students (from 45.6% in 2019 to 47.3 in 2020)
- Students with IEP's (from 16.6% to 20.3%)
- Long-term English Learners (from 10.8% to 14.3%)

The District plans to maintain and build upon its success by enacting the following strategies outlined in this LCAP:

1. Continued implementation of a Multi-tiered System of Support for all students - with special emphasis on establishing and enacting a set of "common assurances" for supporting all students every day in every class. In addition, we will continue to build out the District's approach to second tier interventions by establishing a new Student Success Coordinator position (using Expanded Learning Opportunity Grant Funds) that will assess, monitor and adjust short-term interventions - both academic and social-emotional. This strategy is intended to produce a more viable and guaranteed set of interventions for all students, but especially those historically underserved by the District and its schools.

2. The District will engage in a new partnership with Shane Safir and Joe Truss intended to redress the impact of systemic racism. We look to embark on a multi-year and multi-faceted learning, repair and transformation journey. The goal of this work is to identify, disrupt and eliminate institutional barriers and biases. It will start with establishing common understanding and language about anti-racist practices and then also engage in a holistic examination of our system to uproot oppressive practices and policies that are harmful to students and their learning.

3. The District will build on its work to redress math achievement gaps by continuing to train teachers in anti-racist teaching practices. While the District will do this with ALL faculty/staff through its partnership with Safir and Truss, math faculty will work with Quetzal Education in a series of workshops and cycles of inquiry intended to build their capacity to enact an anti-racist math curriculum and set of associated instructional practices.

4. The District will also build upon its work to achieve its lofty goal of 90% of students meeting the College and Career Indicator by establishing a new College and Career Readiness position intended to bring together what have been fairly disparate efforts in our Career Technical Education and College Advising initiatives. This will be on top of the work to continue to build out opportunities for students to take advantage of Dual Enrollment offerings in Career Pathways.

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.

The graduation rate for some students is significantly lower than all students. As indicated in District internal review (from its Student Information System), the graduation rate for all students is at 91.1% while the graduation rates for English Learners is at 64.4%, for students

who are Homeless graduate at a rate of 73.7%, students from socio-economically disadvantaged backgrounds who graduate at a rate of 83.7% and 76.3% of students with IEPs graduate. Students from certain racial or ethnic backgrounds do not graduate at the same rates, this includes our Latinx/Hispanic students who have a graduation rate of 84%, and our African American students with a graduation rate of 81.3%. Within the goals and actions in this LCAP, including increasing the diversity of staff, providing students with differentiated support and enhancing our MTSS structure will impact the likelihood that SMUHSD students will graduate at a comparable rate. Another area of need is the Career College Readiness indicator where there are similar gaps between students.

In terms of academic achievement data, there are also areas of identified need for some of our certain student groups. These areas are indicated below.

Suspension Rates: All Students (green); English Learners (orange); Foster Youth (orange); Homeless (orange); Socioeconomically Disadvantaged (orange); Pacific Islander (Red)

Graduation Rate: All Students (green); English Learners (orange)

ELA: All students (green); Socioeconomically Disadvantaged Students (orange); Students with Disabilities (orange); English Learners (Red); Pacific Islanders (Red).

Mathematics: All students (yellow); Students with Disabilities (red)

In order to address the discrepancy in suspension rates between our EL students, Foster and Homeless Youth, Pacific Islander and our Students from Socioeconomically Disadvantaged backgrounds, the district continues to train on trauma informed and restorative practices. Additionally, the district continues to ensure all students have access to alternatives to suspensions.

The Graduation rates discrepancy between all students and our EL students will be addressed through our increased access to Tier 2 supports, enhanced language supports through coordinated Designated ELD time for our long term EL students, a specific summer school program designed for EL students. Further, the Bridge program also serves as a specific support to English Learners who arrive to the district later in their high school education, this programs provides students with access to classes that meet their learning needs as well as coordinated social emotional supports.

Another area of need is the percentage of students meeting the indicator for English Language Arts, this includes many of our historically underserved groups of students, Socio-Economically Disadvantaged, Students with Disabilities, English Learners and our Pacific Islander students. The district continues to support students by ensuring language supports are incorporated into the classrooms, through the adoption and integration of culturally relevant novels and readings, and through the continued efforts to increase students access to grade level courses. This includes supporting students with disabilities through the implementation of co-taught courses and increasing EL students access to specific language supports through the Academic Language Development course.

The discrepancy in Math shows up for our students with disabilities, however as a whole the district acknowledges the need to increase the access for all students in Mathematics. Students with disabilities were one group that had the greatest discrepancy between all students. In order to address this gap, the district will continue its work to increase the relevancy of mathematics and decrease the barriers that exist for students. This includes increasing students with IEPs access to grade level math courses through the use of co-teaching, complex instruction and training teachers in the use of culturally responsive math instructional strategies. Further, teachers will also begin to use performance

tasks in mathematics to holistically assess students' growth as opposed to a narrow measure of students' understanding through more traditional assessment measures.

LCAP Highlights

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

This three-year Plan is something of a departure from SMUHSD's previous LCAP's. It is grounded in the District's Equity Vision/Mission:

- Vision: We believe all of our students are entitled to learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities.
- Mission: We will continually identify, disrupt and eliminate institutional biases and barriers to ensure that all students achieve their full potential and provide them with the skills and knowledge to thrive physically, emotionally, and academically.

In line with this vision/mission is a new set of Priorities developed by the District's Equity Advisory and affirmed by other stakeholders that we look to achieve in through this and subsequent LCAP's. These priorities and the goals associated them are indicated here:

- Priority #1 - Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

A. Increase staff diversity such that it reflects the diversity of the communities we serve

B. Ensure that Every student has:

- At least one strong relationship with an adult on campus
- Access and is involved in a Leadership Opportunities (formal and/or informal)

C. Ensure that there are multiple opportunities for family engagement and effective communication

- Priority #2 - Safe & Connected Communities: We are dedicated as a district to create a culture and community in our schools that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

A. Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools

B. Student leadership (formal and informal) that reflects the diversity of our schools

C. Recognizing that every single learner has amazing assets that will allow them to learn at high levels when provided with grade-level instruction that is accessible, engaging, linguistically appropriate, culturally sustaining, and anti-racist.

D. Schools that foster physical, psychological and social-emotional well-being

- Priority #3 - Engaging, Rigorous & Relevant Learning for Every Student: Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

A. Create engaging and rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.

B. Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.

C. All students have access to rigorous coursework aligned to their interest and post-secondary goals

- Priority #4 - Supporting & Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

A. All staff are fluent in recognizing and interrupting implicit and explicit biases that perpetuate systemic inequities and oppression

B. Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each site's Tier I Common Assurances and District-wide Universal Supports

C. The District will continuously improve the Instructional Coaching Program and effectively implement the new SMUHSD Induction Program.

D. Ensure that faculty of color feel supported and included in school and collegial communities

The plan itself delineates the specific actions and services (as well as the metrics we will use to monitor progress) we will implement to achieve these priorities and goals.

Finally, the following is a summary of the District's Plan for Increased/Improved Services for historically underserved groups of students. While most of these items are being continued from our previous LCAP, the one new thing here is captured in the last bullet - related to our tutoring support programs. We are working with site administrators on collaboratively developing some new and innovative approaches to tutoring that will likely include making use of just-in-time online tutoring that we can provide to student 24 hours a day, seven days a week in English and Spanish. In addition, we are looking to better utilize our libraries throughout the day to support student interventions. We will have more to say about this when we share the final draft of the LCAP in June.:

- Intervention Courses (20.4 Sections across school sites):

* Guided Studies, ELA/Math intervention & Academic Language Development

- Designated ELD in mainstream classes
- Hotspot loaner program for HUGS
- AVID
- EL Specialists
- Family Engagement Coordinators
- Revised After-school tutoring programs

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.

Peninsula Continuation 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.

Peninsula High School is engaged in the Comprehensive Support and Improvement process. Peninsula is the SMUHSD's Continuation High School and is part of a system of seven high schools that serve the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno in the heart of the Bay Area's Peninsula. The SMUHSD serves approximately 9,200 students and serves an ever-more diverse student population of LatinX (33%), Asian (28%), White (26%), Multiracial (10%), Pacific Islander (2%) and many other groups of students. In addition to the racial diversity of the District, 24% of the District's students are Socioeconomically Disadvantaged and about 10% have IEP's.

Peninsula HS is, as indicated above, a Continuation High School that serves 11th and 12 grade students who are in need of an alternative placement (from our Comprehensive school sites) often because they are credit deficient. Its student population is not proportionally representative of the District's overall student population. It is 75% LatinX, 9% White, 7% multiracial, with small numbers of other student groups.

The SMUHSD has supported Peninsula Continuation in the following five specific ways as the school has developed and will begin implementing its plan:

- Review of the data that prompted the designation and affirmation of the validity/accuracy of the Graduation Rate data
- Provision of long-term student outcomes data/analytics to inform the data-inquiry process in which the site is engaged to write its CSI plan/revised SPSA. This data, comprised of over 18 discrete pieces of data (across the three broad goals of the District's LCAP - including issues like Grad Rate, Chronic Absenteeism, College/Career Indicator attainment, credit accumulation by grade level, EL Progress etc.) was originally reviewed as part of the stakeholder engagement process required of the WASC Accreditation process. This inquiry was conducted during the fall/spring of 2018-19. Updated versions of that same data have then been brought to the School Site Council and other stakeholders during the fall of 2020. This process has included engagement/feedback sessions with various stakeholder groups including the following: Teachers, Parents, School Site Council, Outside agencies that work with the unique students at PHS as well as representatives from the local community colleges (College of San Mateo & Skyline College) and San Mateo Adult School. All of the data reviewed continues to inform the focus and SMART Goals that will be in the final version of the CSI/Single Plan.

The District Office has been involved in supporting PHS during its CSI planning process this academic year in the following ways:

- Participation in and co-facilitation of the data-inquiry and best practice investigation (using the IES database on Dropout Prevention Best Practices in particular) in which the school site has engaged to develop its plan.
- Allocation of District General Fund and Comprehensive Support and Improvement Grant resources to support the best practices to be implemented by the school site including staffing, instructional materials and professional development.
- Leadership coaching and support of the site administrator by District leadership.
- The District has reviewed resource allocation inequities and will use the CSI resources to make a more equitable allocation of resources at PHS going forward - paying for key services that have been identified in the plan.

Monitoring and Evaluating Effectiveness

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

The San Mateo Union High School District will review and provide feedback to the school about its CSI plan through a series of activities:

1. Participation in and provision of feedback during the planning process. The District Director of Curriculum and Assessment will work with site leadership and the SSC to ensure that the plan reflects an alignment to District priorities as well as the high-leverage needs of students at PHS.
2. Participation in the School Site Council/Stakeholder review and approval of the plan this will include a formal Continuation School/Dropout Prevention Best Practice Overview to build school and stakeholder capacity for continuous improvement of the best practices outlined in the plan.
3. The District will conduct semi-annual reviews of progress of the plan whereby the District leadership team, using appropriate leading indicators, will prompt adjustments/revisions of site administrative leadership. Annual Submission of the plan for approval by local school Board will also continue, as well as ongoing WASC accreditation processes.
4. Individual coaching/feedback to site administrators about key elements of the plan will be provided as needed/warranted.

Stakeholder Engagement

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

The district has continued to build authentic stakeholder engagement through the use of a district-wide Equity Advisory Committee. This diverse group of stakeholders including parents, teachers, mental health therapists, SELPA representatives, leaders of the Black Parents Association, students, and community members with a broad representation of our schools as well as the diversity of our community. This group was convened in Winter of 2019 to guide the development of the district's C-CEIS plan and during the spring semester, this group transitioned to review the goals, strategies, and metrics outlined in the LCAP. For this cycle of the LCAP, the group was instrumental in identifying the four priorities of the LCAP as well as providing recommendations for goals and metrics aligned with the priority areas. The Equity Advisory Committee met approximately monthly which included 5 meetings occurring during Spring 2021.

The district also developed a survey for the whole community utilizing an opportunity for thoughts to be shared and voted up to identify priorities valued most. This input was reviewed and was used to further refine actions and strategies.

The District English Learner Advisory Committee was also consulted through an interactive discussion during their May meeting. Our active DELAC also developed a series of recommendations that are presented to the board each year and these recommendations are also used to develop this LCAP.

The Board of Trustees also reviewed the priorities, goals and metrics over the course of two meetings in the Spring of 2021.

Administrators, which included principals, assistant principals, and certificated/classified district administrators also reviewed drafts of the plan through their regular meetings and provided context related to the unique needs of the students they serve.

The input from each of these engagements was reviewed and incorporated into drafts for a district team to develop further. This iterative process provided the groundwork for the goals, actions/strategies and metrics within this plan.

The district also consulted with the SELPA over three dates. This included through initial LCAP Team Meeting on March 31, 2021 and two separate SELPA consultations on April 9th and April 14th.

The LCAP goals and actions were also discussed and shared with both associations (CSEA and SMUHSDTA) during the spring of 2021.

The newly formed Student Equity Advisory team also provided input and insight into the development of this LCAP.

A summary of the feedback provided by specific stakeholder groups.

The Equity Advisory Committee (EAC) focused much of their input on the need for the district to address the climate and cultures on the school campuses. Many of the members of the committee who joined in the 2020 school year were motivated to become involved due to the

larger political-economic context as well as the Grand Jury report that was released in the fall of 2020, "Hate @ Schools--Opportunities Lost." As such, the EAC's ongoing input centered on the need to increase the diversity of the staff and train staff on how to disrupt hate speech and micro-aggressions in the school community. They also provided input on the need to ensure that students had a support system on the campus that would ensure students had at least one strong relationship with an adult.

The discussion with SMUHSD DELAC (also known as the "District English Learner Advisory," added several important recommendations. These included:

1. The need for additional support for students with IEPs.
2. ensuring that we find ways to integrate students into the culture of our schools
3. they also wanted to ensure families know the process for getting students on sports teams.
4. They wanted students more involved in the process of developing the LCAP and mentioned that their students' would know the specifics of what would be needed to better support their needs.
5. Members of the DELAC team also wanted to know how to ensure that there were more equitable course offerings across the school site.
6. They were concerned that students have different offerings across schools and ultimately, not have access to classes, activities, clubs and sports.
7. They also mentioned that creating welcome activities that ensured their students were integrated with the community of the school were important to ensuring that they understood what extracurricular activities and clubs that were available.
8. They also suggested that the district and school find ways to encourage and award students for different accomplishments to motivate them.
9. Finally, they emphasized that the school staff needed to be proactive in contacting families and caregivers when their student was struggling, both academically and emotionally or socially.

The students provided specific input as it relates to the need to decrease the instances of hate speech and actions that are happening on campuses.

The concern around the need for Anti-Racist training for all SMUHSD staff was also a major recommendations from the SMUHSDTA.

Finally, the District utilized the THOUGHT EXCHANGE platform to solicit feedback from the Community more broadly. The Thought Exchange indicated some important themes which included the desire for high quality teachers & counselors, access to mentors and adults that students can connect with, students access to College and Career counseling and support, focus on mental health & wellness and engaging classroom instruction. These themes from the community align with the LCAP priority and goals outlined in this plan.

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

Much of this LCAP was informed by our stakeholder input:

1. The priorities themselves were a collaborative effort between District staff and the Equity Advisory as well as DELAC. The actions that were specifically developed through the input of these two groups included Goal 1, Action 8 (hiring of Social Worker), Goal 1, Action 8 (continuation of Family Engagement Coordinator), Goal 1, Action 11 (Family Helping Family program).
2. The new anti-racism initiative (PD and practice) is also the result of feedback/input from a wide array of stakeholders (student equity team, EAC, DELAC and SMUHSDTA). This includes the suggestion and integration of the metric for positive student responses to the Panorama Survey under Goal 1.
3. The enactment of many of the items related improved communication and family engagement came directly from our various solicitations from stakeholders, this includes the creation of Goal 2, Action 1 to incorporate a research based Family Engagement tool.
4. Parents in both Equity Advisory Committee and DELAC input sessions were critical to the creation of the action of increasing the diversity of staff as well as the metric on how well our teachers of color feel supported (both from survey data collected through Panorama)
5. Action 6 under Goal 4 was also influenced by the input of the Equity Advisory Committee who have brought forward the importance for staff to have space in professional learning where they are able learn with people with who they have racial or cultural affinity with.
6. One of the key revised strategies has to do with after-school support as that continues to be a request from stakeholders.
7. The ways we look to implement a multi-tiered system of support has also been directly informed by feedback from stakeholders - both in the development of Tier I common assurances across our school sites as well as strategies like Check-In-Check-out that have been established in some of our schools - and will be promoted elsewhere in future years.
8. The community input received through the ThoughtExchange affirmed the LCAP priority areas and goals also influenced the need to ensure that we provide staff with professional learning on Anti-Racist strategies, which directly influenced the creation of Goal 3, Action 1 and Goal 4, Action 1.
9. Finally, the students input on their needs around decreasing the instances of hate speech, actions and discrimination that happens on campus influenced the creation of Actions

Goals and Actions

Goal

Goal #	Description
1	Create, maintain and support Authentic Relationships by ensuring that every student has at least one strong relationship with an adult, increasing the diversity of our staff, ensuring ALL students have strong relationships with their peers across racial/ethnic/ socioeconomic lines and that student leadership/activities/ clubs reflect the diversity of each school and ensure that there are multiple opportunities for family engagement & effective communication. These goal addresses the following state Priority areas- Priority 1 Conditions for learning (Basic Services), Priority 3 (Parental Involvement) and Priority 5 (Student Engagement).

An explanation of why the LEA has developed this goal.

Through the input of the Equity Advisory Committee and as indicated in student survey data, the importance of strong, positive relationships is critical to student engagement, success and well-being. Several stakeholder groups (black parents association, Equity Advisory groups, Black Student Unions, DELAC) also indicated the importance of students having a staff that better reflects the diversity of our student population as well as are trained to work with a diverse population. Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. This broad goal is intended to address this intent.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will increase the number of non-White/Multiple race certificated staff so that the faculty reflect the diversity of our communities	% of new hires over the last three years: African American: 6.11% Asian: 17.22% Filipino: 2.22% Hispanic/Latinx: 19.44% Pacific Islander: 0.00% White: 52.22%				% of new hires: African American: 8% Asian: 25% Filipino: 5% Hispanic/Latinx: 37.5% Pacific Islander: 2.5% White: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Panorama survey data on “Teacher/Student Relationships”) shows a 3% increase in the percentage of students responding favorably (from 61% to 64%) in the 2022-23 administration of Panorama survey. Similarly, staff and families report similar increases after baselines are set in 2022-23</p>	<p>61% of students responded favorably that they had a positive relationship with an adult on campus.</p>				<p>At least 90% of students will respond favorably to this question.</p>
<p>Disaggregated Panorama Parent Survey data (to be administered in fall 2021) sets a baseline and shows an increase in parents reporting opportunities for engagement and effective communication.</p>	<p>As of right now, because the survey was not administered in 2021, 0% of parents/caregivers responded favorable when asked about the quality of opportunities for engagement and also 0% responded favorable to the quality of</p>				<p>The desired outcome will be that once a baseline is established, as close to ALL parents as is reasonable will be the ultimate desired outcome.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	communication for this same reason.				
All schools will continue to meet 100% of the Williams requirements as measured as “good or excellent” on the Facilities Inspection Tool (FIT) and instructional materials inventory conducted annually and monitored via quarterly reports to the Board of Education.	100% of schools met the Williams requirements as related to Facilities (“good or excellent”) on the Facilities Inspection Tool (FIT) and standards-aligned instructional materials inventory conducted annually.				Maintain 100% meeting requirements for facilities and instructional materials.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in Diversity Consultant	Initiate partnership with Diversity, Equity, and Inclusion Consultant and implement branding and recruiting strategies	\$30,000.00	No
2	Increase connections to Historically Black Colleges and Universities	Develop stronger connections with historically black colleges and universities in conjunction with the District’s Diversity, Equity, and Inclusion consultant.	\$0.00	No
3	Partner with Alder Teacher Residency Program	Develops, trains and mentors classified employees towards becoming teachers. Program includes a year-long apprenticeship.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
4	Standardize Interview committee practices to follow inclusive practices	Ensure committee is made up of diverse representatives	\$0.00	No
5	Provide course reimbursements and mentors for classified employees earning teacher credentials.	To increase the diversity of SMUHSD certificated staff, the district is providing our classified staff with incentives to access teaching credentials.	\$40,000.00	No
6	Form adult mentor program for students in Tier II and III interventions	Hire classified staff to provide students who have been identified as needing Tier 2 or additional short term support with an adult to guide the development of a student success plan	\$100,000.00	Yes
7	Create diverse council of student athlete leaders	Students leaders will be support to be advocates in addressing issues related to hate speech, bullying / cyberbullying, and sexual consent, plus sportsmanship as it relates to sport teams and the culture around athletics	\$0.00	No
8	Hire District EL Social Worker	provide English Learners and their families with access resources and services within the school and larger community	\$125,000.00	Yes
9	Continue to provide each school community with a family engagement coordinator	Strengthen communication between school and home	\$450,000.00	Yes
10	Provide district wide family events in Spanish	Ensure English Learner community has access to similar information and experiences across the district	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Develop Families Helping Families Program	Strengthen relationship and collaboration between PTOs and D/ELAC to ensure families have access and understanding about school events, activities and resources	\$5,000.00	Yes
12	Offer at least one family education event in languages that are popular but not dominant (i.e Chinese, Arabic, Portuguese).	Ensure families from diverse language backgrounds have events in their native language so students and families feel a connection to the school and develop relationships with school staff.	\$5,000.00	Yes
13	Continue Family Education Series and promote involvement.	Parent Connect: Mental Health & Parent Venture programs are high-quality/research based family/caregiver education programs.	\$0.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Ensure Safe and Connected Community by identifying & implementing a common (evidence-based) framework for effective family-school partnerships, develop formal and informal student leadership to reflect the diversity for our schools, and fostering physical, psychological and social-emotional learning. This goal addresses the following state Priority areas- Priority 3 (Parental Involvement) and Priority 5 (Student Engagement), Priority 6 (School Climate)

An explanation of why the LEA has developed this goal.

Through the input of the Equity Advisory Committee and DELAC, there is a strong need to ensure that our students as well as our larger school and family community understands the supports available and how to access them. Over the last year, students and families have indicated the need to create ways to engage all stakeholders in the community of the school as well as classroom. The actions and strategies in this broad goal area focus on increasing the connections between school and home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The District will reduce the rate of suspension/ expulsion (one or more incidents for which the student was suspended or expelled) by .5% in 2021-22 and 1% among the numbers for EL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students and each year thereafter.	the District will use the 2019-20 school year as the baseline for growth purposes going forward. Baseline: 2019-20SY Suspensions: Total Students - 214 Total Suspensions - 273				5% (or fewer) of students are chronically absent overall and among all subgroups delineated in the "metric" column."

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>The District will reduce by 15% the overall number instructional days lost due to suspension in 2021-24, and a 15% reduction for EL, Low-income Foster and Homeless Youth, Special education, Latino and Pacific Islander students. Each year will see a 5% decrease.</p>	<p>the District will use the 2018-19 school year as the baseline for growth purposes going forward. 2018-19: 950 days lost (279 students, 392 suspensions) 2019-20: 624 days lost (211 students, 273 suspensions)</p>				<p>The district will decrease by 15% the total number number of days lost due to suspension by 2024</p>
<p>The district will decrease rates of chronic absenteeism overall by 10% and among all subgroups (by 15%), including our EL, LTEL, Low-Income, Foster/Homeless Youth, Special Education, Latino and Pacific Islander students from 2021-2024.</p> <ul style="list-style-type: none"> • "Chronic absenteeism " defined: a student is chronically absent if they are absent at least 10% of 	<p>the District will use the 2021-22 school year as the baseline for growth purposes going forward given the unique nature of the 2019-2020 and 2020-21 school year. As of right now, because chronic absenteeism was not a reliable measure during distance learning, the District will set a baseline of 0 for now but establish a new baseline during the 2021-22 school year.</p>				<p>The District will decrease by 15% the number of students chronically absent.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the days enrolled in the entire district.					
Improvement in positive student responses to Panorama Survey question, “When there are instances of hate speech [either directed at me or another person] at my school, I see adults respond in a way that makes me feel safe.”	Student responses were 55% in 2020-21 administration of survey.				90% of students respond positively to this question.
Increase in percentage of students trained on student leadership-for-equity training year over year.	The District will establish a baseline of this data during the 2021-22 school year. The current baseline is 0% of students.				The ultimate goal is that the district will train 100% of student leaders on leadership for equity training annually by 2024.
21-22 school year - The District will establish a baseline (and annual improvement targets) using the Panorama Family Survey related to the following question: The District/Our student’s school provides my family multiple	The District will establish a baseline of this data during the 2021-22 school year.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
opportunities for involvement and/or school governance.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Adopt a common family engagement plan with leadership structures to monitor progress	We will adopt a common research-based framework for family engagement so that all families are able to effectively engage in supporting their student(s) and schools.	\$0.00	Yes
2	Revise Family Handbook	Revise our family handbook for immigrant and new EL families to the district	\$5,000.00	Yes
3	Identify a cross-section of students to co-construct or train in disrupting hate speech and provide support to the Tier 1 teams in reviewing Street data	Students will learn the key qualities of leaders: develop skills related to listening, learning, relationship building and service, Train students on Courage and Consequence, Dismantling Hate and Civic Engagement.	\$150,000.00	No
4	Pilot family education series (with Parent Venture & PHCD)	This program will support families across the district to learn strategies for supporting their students more effectively.	\$10,000.00	No
5	Implement Restorative Practices at all sites	Restorative practices are an alternative to traditional disciplinary practices that promote and support greater community and inclusion at school sites.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Implement new cognitive assessment measure (Mindprint) to all 9th and 10th grade students & Social-Emotional survey with all students (Panorama)	We will implement new assessments that will give us a sense of students' assets and needs beyond just traditional academic measures.	\$110,000.00	No
8	Provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	Provide internet access to all students who qualify for F/R Lunch to support their internet connectivity needs.	\$215,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Every SMUHSD student will be provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students will also have guaranteed access to tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. This goal addresses the following state Priority areas- Priority 2 (Implementation of State Standards), Priority 4 (Student Achievement), Priority 7 (Course Access) and Priority 8 (Student Outcomes).

An explanation of why the LEA has developed this goal.

The third broad goal is focused on the core of our program - ensuring that students have rigorous, relevant and engaging learning every day. And when our first attempts at supporting students in our mainstream classrooms is not effective, we have a strong and coordinated set of supports for intervention. This goal was developed based on predictable outcomes data (based on racial/ethnic background and/or socioeconomic status) that indicates to us that the academic program (and interventions) we currently offer is insufficient to the needs of ALL of our students. It was also informed by the feedback we have solicited from stakeholders related to the inadequacies of our interventions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The district will improve the percentage of students who are deemed “prepared” by meeting one or more elements of California’s College and Career Indicator. The District will improve the overall rate by 3% each year for all students and 7% for students who are EL, Low-Income,	62.9% “prepared” in 2019-20				85% "prepared" overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster/Homeless Youth, Latino and Pacific Islander.					
Disaggregated percentage of 10th graders on Track for Graduation	91% of 10th Graders on track in 2020-21.				95% will be "on-track" by 2024.
Disaggregated percentage of 11th grade students met/exceeded standard in English-Language Arts (ELA) on CAASPP Assessment year over year.	75% of 11th grade students met/exceeded standard in 2019 administration of CAASPP-ELA.				90% of students will meet/exceed standard in 2024 administration of CAASPP.
Disaggregated percentage of 11th grade students met/exceeded standard in Math on CAASPP Assessment year over year.	61% of 11th grade students met/exceeded standard in 2019 administration of CAASPP-Math.				75% of student will meet/exceeded standard in 2019 administration of CAASPP-Math.
AP/IB/Dual Enrollment Access Improvement	71% of 11th/12th graders took one or more AP or Dual Enrollment Class in 2020-21				90% of 11th/12th graders will take one or more AP or Dual Enrollment Class in 2020-21
% of students accessing 7-period Day - improvement among HUGS students.	Baseline to be established in 2021-22 school year. The consequently the current baseline is 0%.				Significant improvement in the percentage of HUGS making use of 7-period Day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Measure #1: Increase the percent of students making one year of growth on ELPAC	56% of EL's showed one year of growth in 2020-21				90% of EL's will make at least one year of progress by 2024.
English Learner Measure #2: Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses	Baseline to be established during the 2021-22 school year therefore the current baseline is 0%.				Significant improvement in the percentage of ELs making advance to the next level of ELD and/or transition to mainstream classes full time.
English Learner Measure #3: Increase the percentage of EL students who are reclassified each year	Baseline to be established during the 2021-22 school year therefore the current baseline is 0%.				Significant improvement in the percentage of ELs reclassified each year.
Local Performance-based Assessments - TBD	Baselines to be established in 2022-2023. The current baseline is 0%				To be determined but significant levels of mastery will be the goal.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue to build and implement a strong Multi-Tiered System of Support (MTSS) anchored in culturally	The District will invest 5.2 FTE across all school sites to support the implementation of a strong system of support. This includes a 0.4 FTE for an Instructional Technology coordinator, 0.2 FTE for a PD Coordinator and 0.2 FTE for an MTSS coordinator. All of these staff	\$676,000.00	No

Action #	Title	Description	Total Funds	Contributing
	relevant and responsive pedagogy, curriculum and assessment	are intended to provide a coordinated set of supports to ensure a common set of interventions for all students.		
2	Implement Performance Task pilots across all subjects.	Development and implementation of set of common performance tasks (and aligned curriculum) in all subject areas	\$50,000.00	No
3	4-year Graduate scope and sequence development	Development & implementation of a 4-year scope and sequence of college and career readiness;	\$9,000.00	No
4	Continue to implement AVID at four school sites	AVID is a research-based initiative that has proven to help first-generation students successfully gain access to four-year colleges.	\$500,000.00	Yes
5	Continue to implement standardized assessments as needed to support student reading/math intervention	The District will continue to implement the Reading Inventory assessment to all 9th and some 10th grade students to monitor progress.	\$50,000.00	No
6	MTSS Consulting - support for Tier II program implementation	Continue to consult with an MTSS Consultant (Collaborative Solutions) who will continue to facilitate the improvement of the district's implementation of a Multi-tiered system of support - whose focus is principally directed toward the needs of "unduplicated pupils.":	\$34,668.00	Yes
7	Credit Recovery Summer School	The District will implement a robust Summer School Credit Recovery Program to assist historically underserved students either make up credits they have missed and/or get ahead on courses that they have yet to take if they have not been able to take a full set of courses due to ELD or interventions courses supplanting their core course-taking.	\$418,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Continue to provide English Learner Specialists at all comprehensive school sites	The District will continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of English Learners. This also includes the implementation of the ELPAC assessment of English Learners.	\$250,000.00	Yes
9	Implement new Student Success Coordinator Role	The District will update its (after school) Homework Center Supervisor role into a new Student Success Coordinator Role at each school site.	\$100,000.00	Yes
10	Continued Implementation of Intervention Sections across school sites (20.4 FTE)	The District will continue to allocate certificated sections to school sites (using a formula based on the percentage of the overall population of HUGS at each school site) to support the Tier III intervention needs of students. These include courses like On-site Credit Recovery, Guided Studies and English Support Classes. In some instances, school sites use the sections to lower class sizes in the 9th grade.	\$2,780,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	The SMUHSD will ensure that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team will ensure that ALL of our students are served at the highest level. This goal addresses the following state Priority areas- Priority 1 Conditions for learning (Basic Services), Priority 2 (Implementation of State Standards) and Priority 7 (Course Access)

An explanation of why the LEA has developed this goal.

This is a broad goal of the District. The quality of our teaching and support staff is critical to the success of our students and ensuring that they have the skills and fitness for their respective roles is essential to our success. This includes ensuring that staff have training in implicit bias, culturally responsive strategies and understand the impact of systemic racism on the school system.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of SMUHSD teachers who meet the minimum qualifications for Dual Enrollment courses including Master's Degrees	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.				Significant Improvement from 2021-22.
Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.				Significant Improvement from 2021-22.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation measure regarding anti-racist teaching practices (% of teachers self-reporting and/or observed implementing practice[s]) - create measure and set baseline in 2021-22 and then improvement target for subsequent years	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.				Significant Improvement from 2021-22.
Implementation measure regarding School-wide common Tier I universal support practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.				Significant Improvement from 2021-22.
Improvement of teacher of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2021-22 and then	Set baseline in 2021-22. This is data that will be collected in 2021-22 as it is not currently known - therefore the current baseline is 0%.				Significant Improvement from 2021-22.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
improvement target for subsequent years					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Contract with external support provider to train all staff on & implementing Anti-racist/Culturally Responsive practices	After an exhaustive request for proposal process, the District identified Joe Truss and Shane Safir to work with the organization to identify and redress systemic inequities in the organization. This work will include analysis of "street data" about how our systems reproduce inequality.	\$150,000.00	No
2	Continue teacher training/inquiry into equitable grading practices and common performance tasks	The District will continue to train teacher leaders and interested teachers using the framework outlined in the Grading for Equity book.	\$35,000.00	No
3	Enact collaborative monitoring/support regime among site administrators related to Tier I common assurances across school sites	Professional learning for site administrators.	\$25,000.00	No
4	Continue Instructional Coaching program	Continue to implement Instructional Coaching program and ensure that it aligns with anti-racist teaching practices	\$750,000.00	No
5	Implement and continuously improve the new SMUHSD Induction Program	The District will begin to implement a newly-authorized program that will allow it to confer clear credentials on its teachers new to the profession.	\$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Implement support strategies (affinity groups and affinity-based PD) for SMUHSD faculty of color	The District will, as part of its work to become an anti-racist organization, support affinity-based groups to support teachers of color.	\$10,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.31%	\$4,772,668

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

Required Descriptions

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

The San Mateo Union High School District will receive \$4,772,668 in Supplemental Local Control Funding Formula Funds for the 2021-22 school year. The District will not qualify for concentration grant funding. The district's unduplicated pupils represent approximately 29% of the overall student population of the district and are distributed unevenly across the school sites:

- Aragon HS: 398 unduplicated students out of 1675 total enrollment
- Burlingame HS: 199 unduplicated students out of 1492 total enrollment
- Capuchino HS: 531 unduplicated students out of 1187 total enrollment
- Hillsdale HS: 403 unduplicated students out of 1569 total enrollment
- Mills HS: 279 unduplicated students out of 1182 total enrollment
- Peninsula HS: 128 unduplicated students out of 186 total enrollment
- San Mateo HS: 669 unduplicated students out of 1713 total enrollment

The SMUHSD will utilize its Supplemental resources to support the following efforts:

As a consequence of this uneven distribution, the district will continue to offer a differentiated set of programs and supports across all of its sites (in a districtwide and school-wide manner) specifically targeting the needs of English Learners (new and Long-term), low income students, and foster/homeless youth. These services that will be principally directed toward our "unduplicated pupils" (we refer to them as Historically Underserved Group of Students [HUGS]) and will utilize our Supplemental resources include:

* Continued implementation of the various intervention courses (20.4 FTE - cost delineated in Goal 3-Action 10) - courses like Intensive & Strategic Algebra/English, Academic Language Development as well as Guided Studies and in some instance class-size reduction in the 9th grade. The intention of all of these intervention classes is to provide an added level of Tier III intervention (extra support) to historically

underserved groups of students (HUGS). These classes are all intended to improve many of the metrics outlined in Goal 3, but specifically those related to student graduation credit accumulation as well as skill development and ultimately access to higher level coursework including AP/IB/Dual Enrollment. While these classes have been implemented during the 2017-20 LCAP, it has been determined through reviews of progress that they do effectively provide a level of support that supports the District's relatively high rates of student success in early high school as well as the early success we are seeing in College and Career Indicator attainment among HUGS. The District's unduplicated pupils are disproportionately represented in the District's various intervention courses (Guided Studies, English and Math support, on-site credit recovery). As a consequence, the resources used for these interventions is principally directed toward the needs of unduplicated pupils.

* Continued implementation of Summer School Credit Recovery Program (Goal 3-Action 7): The current summer school program which is principally directed at our "unduplicated pupils," uses a blended learning (online supported) model. We continue to monitor this program to ensure that it is rigorous and supportive of student need. Through annual analysis of its impact it has been determined that 90% of students who actively participate in the program garner credits toward graduation - in courses they have previously failed. It has been determined that it is a very effective way to get students back on track for graduation.

* Continue to implement and expand the Advancement Via Individual Determination (AVID) program to include explicit recruitment of Long-term English Learners (Goal 3 - Action 4) - The AVID program has a significant and long-standing body of evaluation research that supports its approaches to identifying and supporting historically under-represented students as they are placed in higher level courses. We have looked for other forms of such support and found no others that meet the level of quality and impact that the AVID program provides. HUGS students who are in the AVID program have a 80% high rate of acceptance into 4-year college than students from the same backgrounds and a 75% higher rate of A-G eligibility than their counterparts.

* Continue to provide Family Engagement Coordinators to support parent/family involvement. These classified staff people are principally directed at supporting the families of "unduplicated pupils" (Goal 1-Action 9):
These classified staff members provide information and direct support principally to the families of our historically underserved students (tutoring and our various mental health and parent support resources). Our family engagement coordinators are principally directed at supporting the needs of the families of our unduplicated pupils, English Learner families in particular. Family engagement is a critical, research-based strategy for supporting the needs of unduplicated pupils. This staff, coupled with our other instructional and wellness strategies provide an effective set of supports for the families of our unduplicated pupils. They provide just-in-time support to families as well as formal trainings and hosting of events. The approach to family engagement by our research-based Family Engagement Coordinators have and will support our students and their families to better navigate our rigorous academic programs and ultimately matriculate into college or other post-secondary options. Positive qualitative feedback from families have indicated to us that our Family Engagement Coordinators continue to be a productive and effective use of our LCAP Supplemental resources.

* Provide internet access to all students who qualify for F/R Lunch (Goal 2-Action 8)
The SMUHSD will now be a 1:1 Device district and as a consequence will need to provide internet access at home (just as it has during the pandemic) for our students who qualify for Free/Reduced-priced lunch. This program is intended to achieve 100% connectivity among all students at school or at home for ALL SMUHSD students. We will track this via our Panorama Survey which asks about student access to internet/devices.

* Continue to consult with an MTSS Consultant (Collaborative Solutions) who will continue to facilitate the improvement of the district's implementation of a Multi-tiered system of support - whose focus is principally directed toward the needs of "unduplicated pupils." (Goal 3-Action 6)

The District's relationship with a well-respected consulting organization regarding its MTSS implementation is intended to shore up the District's structures and processes for providing and continuously improve effective interventions to "unduplicated pupils." This training and support will be principally directed at our HUGS. We have looked at the improved effectiveness of Tier II interventions at MHS and CHS (where the previous consulting was focused) to justify continuing the relationship and training. Unduplicated pupils are disproportionately identified for Tier II intervention. As a consequence, the District needs to continue to refine its protocols and procedures and ground them in research-based best practice. This action, the hiring of a consultant, will be principally directed at supporting the needs of unduplicated pupils. As the District works to implement a more coherent and nimble intervention scheme at all of its school sites (across all three tiers), but Tier II in particular, it will more effectively and in a more timely way meet the needs of unduplicated pupils. This consulting will ensure that the District has the most efficient protocols for identifying and monitoring Tier II interventions.

* Continue to provide EL Specialists at all school sites to support and monitor the academic needs/progress of EL's (Goal 3-Action 8)
Many best practice studies of schools closing the Achievement Gap for English Learners have identified strategies like our EL Specialists as an effective approach to monitoring the progress of English Learners. These classified staff on our campuses use our student information systems and personal relationships with students and teachers to monitor and guide academic and social-emotional interventions for these students on our campuses. We continue to monitor the impact of these staff and find them to be highly effective at helping our EL's progress in advancing on the ELPAC and re-designation - our core measures of EL progress. Our EL Specials are dedicated to monitoring and supporting the needs of English Learners - both those in ELD classes as well as our Long-Term EL's who are in mainstream classes. This actions is focused only on those students' needs.

* Given the ongoing reforms underway to support the improvement of the District's Multi-tiered System of support and the creation of 80 minutes per week across all school sites (in the new common block schedule), the District has determined that its Tier II intervention teams could use a staff person to monitor and support students who are placed in Tier II interventions. This new role, called the Student Success coordinator has been established to do this (Goal 3-Action 9). The District will use metrics in Goal 3 (EL Progress, CAASPP, 10th Graders on track, Chronic Absenteeism and eventually common assessments) to evaluate the impact of this new role. Given the disproportionate number of unduplicated pupils in need of Tier II interventions this role will be principally directed to serve their needs. This research-based action will work to monitor and support students in our various short-term academic and social-emotional intervention. This action was deemed to be an effective use of our resources because it is both a research-based best practice and it is a documented need among our Tier II intervention teams. While we have had an array of Tier II interventions, we have not had a good way to monitor and support students in accessing those interventions. This new role will do that.

In addition to the Supplemental resources being used in this plan (above), but District will also leverage new resources from the Expanded Learning Opportunity Grant to provide the following services that are principally directed at HUGS:

* The hiring of a District EL Social Worker - it was determined that our English Learners in ELD (and their families) often need access to social services that the District assists in securing. This role will provide that support and will be measured by the number of students served and the effectiveness of the provision of those services. (Goal 1-Action 8)

* The District will also host a series of events for the families of EL's in Spanish to support their needs - this was a strategy that came out of need identified by the DELAC/English Learner Advisory and other engagements with Spanish-speaking families. The District will use the Panorama survey to measure the impact/effectiveness of these events. Given that many of the families of our unduplicated families speak Spanish as their first language, it was determined that events where Spanish is the primary language used will support the needs of those families by being able to focus on the content - not the language. (Goal 1-Action 10 and 12)

*The District will develop a program where are English-speaking (mainly) PTO families will support the families of our EL's. This will both build community and support the needs of families, but especially the families of English Learners. Given that this is focused on the families of EL's - it is principally directed at supporting their needs. This This will be evaluated using the Panorama parent survey results. Families of unduplicated pupils will benefit from the research-based program, Families-Helping- Families. This program supports families in creating networks to support one another. This cultural affinity-based program will yield more effective engagement among the families of our unduplicated pupils. This will be a very effective use of resources to support these families. This program was selected in consultation with our families and family engagement staff.

(Goal 1-Action 11)

* The District will revise its family handbook to better explain and support our immigrant families in understanding how to navigate our systems and structures and navigate the process of college and career readiness. (Goal 2 - Action 2). Given that this effort is intended to support our EL/Immigrant families - it is principally intended to support their needs. The effectiveness of this initiative will be the completion of a new handbook and the improvements in family perception in the Panorama survey. The revision of our Family Handbook so that it is more culturally responsive will yield more clearly articulated policies and procedures for the families of our unduplicated pupils - the families of our English Learners in particular. Inquiry with our DELAC and other outreach/ feedback sessions indicated this as a significant need to be addressed to support the needs of the families of our unduplicated pupils.

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

Given that the District is principally directing its Supplemental resources toward classes and experience that directly support the needs of English Learners, Foster Youth and Low-income students, the District is increasing its commitment by the 5.31% required.

By increasing the capacity of teachers to utilize integrated ELD strategies across all curriculum areas, by increasing access to summer programs for English Learners, and by improving the individualized support provided after school tutoring, the actions/services to support our English Learners will help them to access and achieve in grade level classrooms and ultimately increase EL students who meet college entrance requirements.

By increasing the frequency of check ins with our unduplicated students who are chronically absent, by rewarding students whose attendance rates improve, by increasing the quantity of parent communication and by improving the type of communication with parents to

honor and acknowledge their contexts, our actions and services will decrease the chronic absenteeism rate of unduplicated students and increase their access to curriculum.

By providing our unduplicated students with specific access to AVID, summer school support and tutoring support, the actions and services will support our students in meeting the college/career indicator and meeting college entrance requirements.

Each of the indicated actions are principally directed at the needs of our unduplicated pupils and their families. These actions are expected to result in improved outcomes by providing a higher level of service (to families) and support (in the form of intervention as well as monitoring staff [Student Success Coordinators and EL Specialists]) to unduplicated pupils. These resources are above and beyond the core program that is provided to all of our students which includes a core set of required and elective courses and Tier I health and wellness supports. The investments that the District is making to address its unduplicated pupils' needs are well above and beyond its core program.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$6,562,668.00	\$735,000.00			\$7,297,668.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,253,000.00	\$1,044,668.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Invest in Diversity Consultant	\$30,000.00				\$30,000.00
1	2	All	Increase connections to Historically Black Colleges and Universities					\$0.00
1	3	All	Partner with Alder Teacher Residency Program					\$0.00
1	4	All	Standardize Interview committee practices to follow inclusive practices					\$0.00
1	5	All	Provide course reimbursements and mentors for classified employees earning teacher credentials.	\$40,000.00				\$40,000.00
1	6	English Learners Foster Youth Low Income	Form adult mentor program for students in Tier II and III interventions		\$100,000.00			\$100,000.00
1	7	All	Create diverse council of student athlete leaders					\$0.00
1	8	English Learners Foster Youth Low Income	Hire District EL Social Worker		\$125,000.00			\$125,000.00
1	9	English Learners Foster Youth Low Income	Continue to provide each school community with a family engagement coordinator	\$450,000.00				\$450,000.00
1	10	English Learners	Provide district wide family events in Spanish	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners	Develop Families Helping Families Program	\$5,000.00				\$5,000.00
1	12	English Learners	Offer at least one family education event in languages that are popular but not dominant (i.e Chinese, Arabic, Portuguese).	\$5,000.00				\$5,000.00
1	13	All	Continue Family Education Series and promote involvement.					\$0.00
2	1	English Learners Foster Youth Low Income	Adopt a common family engagement plan with leadership structures to monitor progress					\$0.00
2	2	English Learners Foster Youth Low Income	Revise Family Handbook	\$5,000.00				\$5,000.00
2	3	All	Identify a cross-section of students to co-construct or train in disrupting hate speech and provide support to the Tier 1 teams in reviewing Street data		\$150,000.00			\$150,000.00
2	4	All	Pilot family education series (with Parent Venture & PHCD)		\$10,000.00			\$10,000.00
2	5	All	Implement Restorative Practices at all sites		\$30,000.00			\$30,000.00
2	6	All	Implement new cognitive assessment measure (Mindprint) to all 9th and 10th grade students & Social-Emotional survey with all students (Panorama)		\$110,000.00			\$110,000.00
2	8	English Learners Foster Youth Low Income	Provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	\$215,000.00				\$215,000.00
3	1	All	Continue to build and implement a strong Multi-Tiered System of Support (MTSS) anchored in culturally relevant and responsive pedagogy, curriculum and assessment	\$676,000.00				\$676,000.00
3	2	All	Implement Performance Task pilots across all subjects.		\$50,000.00			\$50,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	All	4-year Graduate scope and sequence development	\$9,000.00				\$9,000.00
3	4	English Learners Foster Youth Low Income	Continue to implement AVID at four school sites	\$500,000.00				\$500,000.00
3	5	All	Continue to implement standardized assessments as needed to support student reading/math intervention	\$50,000.00				\$50,000.00
3	6	English Learners Foster Youth Low Income	MTSS Consulting - support for Tier II program implementation	\$34,668.00				\$34,668.00
3	7	English Learners Foster Youth Low Income	Credit Recovery Summer School	\$418,000.00				\$418,000.00
3	8	English Learners	Continue to provide English Learner Specialists at all comprehensive school sites	\$250,000.00				\$250,000.00
3	9	English Learners Foster Youth Low Income	Implement new Student Success Coordinator Role	\$100,000.00				\$100,000.00
3	10	English Learners Foster Youth Low Income	Continued Implementation of Intervention Sections across school sites (20.4 FTE)	\$2,780,000.00				\$2,780,000.00
4	1	All	Contract with external support provider to train all staff on & implementing Anti-racist/Culturally Responsive practices		\$150,000.00			\$150,000.00
4	2	All	Continue teacher training/inquiry into equitable grading practices and common performance tasks	\$35,000.00				\$35,000.00
4	3	All	Enact collaborative monitoring/support regime among site administrators related to Tier I common assurances across school sites	\$25,000.00				\$25,000.00
4	4	All	Continue Instructional Coaching program	\$750,000.00				\$750,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	All	Implement and continuously improve the new SMUHSD Induction Program	\$175,000.00				\$175,000.00
4	6	All	Implement support strategies (affinity groups and affinity-based PD) for SMUHSD faculty of color		\$10,000.00			\$10,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,772,668.00	\$4,997,668.00
LEA-wide Total:	\$4,772,668.00	\$4,997,668.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Form adult mentor program for students in Tier II and III interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$100,000.00
1	8	Hire District EL Social Worker	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$125,000.00
1	9	Continue to provide each school community with a family engagement coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450,000.00	\$450,000.00
1	10	Provide district wide family events in Spanish	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
1	11	Develop Families Helping Families Program	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
1	12	Offer at least one family education event in languages that are popular but not dominant (i.e Chinese, Arabic, Portuguese).	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
2	1	Adopt a common family engagement	LEA-wide	English Learners	All Schools		\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		plan with leadership structures to monitor progress		Foster Youth Low Income			
2	2	Revise Family Handbook	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	8	Provide Wifi hotspots and/or the Comcast Internet Essentials Program to targeted student groups.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$215,000.00	\$215,000.00
3	4	Continue to implement AVID at four school sites	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: AHS BHS, CHS, and SMHS	\$500,000.00	\$500,000.00
3	6	MTSS Consulting - support for Tier II program implementation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,668.00	\$34,668.00
3	7	Credit Recovery Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$418,000.00	\$418,000.00
3	8	Continue to provide English Learner Specialists at all comprehensive school sites	LEA-wide	English Learners	All Schools	\$250,000.00	\$250,000.00
3	9	Implement new Student Success Coordinator Role	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
3	10	Continued Implementation of Intervention Sections across school sites (20.4 FTE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,780,000.00	\$2,780,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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