

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

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

| Local Educational Agency (LEA) Name  | Contact Name and Title                    | Email and Phone  |
|--------------------------------------|---|--|
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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 College and Career Readiness

**Provide high quality instruction, learning opportunities, as well as guidance support to prepare every student to graduate ready for college and career.**

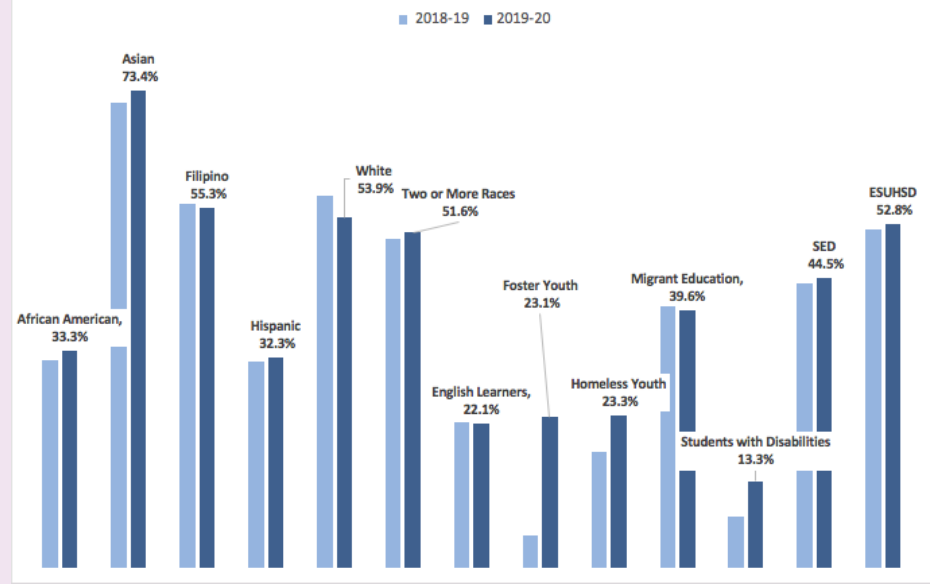
State and/or Local Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

| Expected  | Actual   |
|---|--|
| <p>Metric/Indicator: College and Career Readiness Status and Change on CA Dashboard</p> <ul style="list-style-type: none"> <li>● We want all district wide and subgroups to meet status and change criteria to fall in the green or blue categories</li> </ul>          | <p>Due to the pandemic CA dashboard data is not available.</p>   |
| <p>Metric/Indicator: Percentage of graduating seniors meeting A-G</p> <ul style="list-style-type: none"> <li>● All Graduates 60.4%</li> <li>● African American 42.3%</li> <li>● Hispanic 40.3%</li> <li>● SED 57.0%</li> <li>● EL 14.4%</li> <li>● SWD 14.0%</li> </ul> | <p>The graph below shows the public UC/CSU A-G course completion rates for ESUHSD. Overall, the percent of graduating seniors meeting A-G is 52.8%.</p> <p>As a system, East Side produces disproportionate A-G rates for student groups.</p> <ul style="list-style-type: none"> <li>● East Side exits Asian students A-G ready at 2.3 times the rate of Hispanic students and 2.2 times the rate of African American students.</li> <li>● The Hispanic subgroup A-G rate increased and is 32.3% which is below the county and state rates.</li> <li>● The Asian subgroup A-G rate increased and is 73.4% which is below the county and state rates.</li> <li>● The African American subgroup A-G rate increased and is 33.3% which is below the county and state rates.</li> <li>● Outcomes for our SED, EL, and SWD populations are as follows:             <ul style="list-style-type: none"> <li>○ SED 44.4%</li> <li>○ EL 22.1%</li> <li>○ SWD 13.3%</li> </ul> </li> </ul> |

Public Adjusted 4-year Cohort Outcomes  
 2019 & 2020 Percent of Graduates Completing UC/CSU A-G Courses  
 ESUHSD  
 Charter Schools Not Included In District Data



Metric/Indicator: Percentage of students with Smarter Balanced scores of =3

ELA

- All 11th graders 75%
- African American 60%
- Hispanic 54%
- SED 61%
- EL 17%
- SWD 24%

Math

- All 11th graders 49%

Due to the COVID 19 pandemic the CAASPP-Smarter Balanced assessments did not take place and thus we have no updated data to report.

- African American 27%
- Hispanic 25%
- SED 37%
- EL18%
- SWD 14%

Metric/Indicator: Ninth Grade on-Track for A-G

- All 9th graders 61.7%
- African American 38.8%
- Hispanic 39.7%
- SED 50%
- EL 24.7%
- SWD 16.0%

### Grade 9 - 55%

- Asian - 80%
- African American - 38%
- Hispanic - 30%
- SWD - 6%
- ELL - 20%
- SED - 40%

As a district we did not meet our expected target. Although we have seen growth from year to year, we continue to have disproportionate outcomes.

Metric/Indicator: Tenth Grade on-Track for A-G

- All 10th graders 46.2%
- African American 26.4%
- Hispanic 25.7%
- SED 36.3%
- EL 16.4%
- SWD 11.8%

**Grade 10 - 42%**

- Asian - 66%
- African American - 26%
- Hispanic - 18%
- SWD - 2%
- ELL - 8%
- SED - 28%

As a district we did not meet our expected target. Although we have seen growth from year to year, we continue to have disproportionate outcomes.

Metric/Indicator: Eleventh Grade on-Track for A-G

- All 11th graders 33.9%
- African American 23.5%
- Hispanic 18.1%
- SED 26.2%
- EL 10.4%
- SWD 58.1%

### Grade 11 - 31%

- Asian - 50%
- African American - 22%
- Hispanic - 11%
- SWD - 1%
- ELL - 5%
- SED - 21%

As a district we did not meet our expected target. Although we have seen growth from year to year, we continue to have disproportionate outcomes. ESUHSD exits Students With Disabilities on track for A-G at each grade level at significantly lower rates than the district average. Many Students With Disabilities do not have access to A-G course work.

Metric/Indicator: Percentage of students with AP exam of =3 or IB exam =4

Score >=3

- All Students 56.2%
- African American 29.7%
- Hispanic 49.9%
- SED 52.9%
- EL 40.7%
- SWD 40.6%

Metric/Indicator: Enrollment in AP courses

- All Students 39.5%
- African American 27.2%
- Hispanic 29.6%
- SED 36.0%
- EL 17.4%
- SWD 21.4%

| Group            | AP/IB Course Enrollment Percent of Students Enrolled | Percent of Students enrolled on an AP/IB Course that scored a 3(AP)/4(IB) or higher on at least one exam |
|------------------|--|--|
| All Students     | 31.6%  | 54.7%  |
| African American | 16.2%  | 15.5%  |
| Hispanic         | 20.9%  | 38%  |
| Asian            | 46.6%  | 65.1%  |
| ELL              | 9.5%   | 26.1%  |
| SWD              | 2.5%   | 25.9%  |
| SED              | 27%  | 45.4%  |

Although we did not meet our expected target, 31.6% of students took at least 1 AP/IB course in 2020, which is a 0.4 percentage point increase from 2019. There is a large disproportionality between the percentage of Asian students enrolling in AP/IB courses and African American and Hispanic students enrolling in those courses. English Language Learner students and Students With Disabilities are accessing AP/IB courses at much lower rates than other student groups.

## Actions / Services

| Planned Action/Service  | Budgeted Expenditures  | Actual Expenditures  |
|---|--|--|
| Provide the appropriate number of Instructional Coaches to meet the demand of teachers requiring the program. This adjustment could reduce the number of Instructional coaches from the current level of 12.0 FTE Instructional Coaches to work with teachers participating in the Induction program to as low as 8.0 FTE, as well as a cohort of teachers at each site in order to develop instructional strategies for improved student performances toward course completion and the acquisition of college and career skills. | 01-1900-0002 1000-1999: Certificated Personnel Salaries Supplemental 895,776 | 01-1900-0002 1000-1999: Certificated Personnel Salaries Supplemental 875,184 |

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| <p>Provide induction programmatic supports and certification elements to maintain quality teaching staff.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● Pre and post student data from target area of EL support as well as induction completion %</li> </ul>  | <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 370,901</p> <p>01-5800-0002 5800:<br/>Professional/Consulting<br/>Services And Operating<br/>Expenditures<br/>Supplemental 250,000</p>   | <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 311,701</p> <p>01-5800-0002 5800:<br/>Professional/Consulting<br/>Services And Operating<br/>Expenditures Supplemental<br/>157,000</p>   |
| <p>Provide a .5 Data Integrity Specialist for the development of reports and assessment results to monitor and seek continued progress in students evidencing college and career readiness as expressed by targeted metrics and results.</p> <p>Add .6 Teacher on Special Assignment for the coordination of assessments, data entry and data analysis to adjust instruction for targeted learners.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● Completion and Provision of Action Item Reporting Metrics to Advisory Committee</li> </ul> | <p>01-2400-0002 2000-2999:<br/>Classified Personnel<br/>Salaries Supplemental<br/>43,620</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 25,964</p> <p>01-1900-002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>65,997</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 21,102</p> | <p>01-2400-0002 2000-2999:<br/>Classified Personnel<br/>Salaries Supplemental<br/>43,638</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 24,714</p> <p>01-1900-002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental 0</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 420</p> |
| <p>Implement Naviance Software program for the creation of Four Year Plans and post-high school planning in order that students develop and realize academic pathways that result in college and career readiness.</p> <p>Utilize Naviance plans to develop supports for EL, FY, LI and Gap Groups</p>   | <p>01-5800-0002 5800:<br/>Professional/Consulting<br/>Services And Operating<br/>Expenditures<br/>Supplemental 170,000</p>   | <p>01-5800-0002 5800:<br/>Professional/Consulting<br/>Services And Operating<br/>Expenditures Supplemental<br/>164,828</p>   |



|  |   |   |
|--|---|---|
| <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● Create plans for 100% of students, including students who enroll throughout the year</li> </ul>  |   |   |
| <p>Provide 11.0 Counselors in order to develop high school pathways of study, credit recovery and college and career planning to all students, as well as to provide the time and contact opportunities to focus on students currently underperforming on A-G completion and college admission compared to the District average. Counselors will participate in the Instructional Support Team to promote student success.</p> <p>These counselors are added to ensure appropriate monitoring and support plan creation for ELL, FY, LI and gap group students.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● On-track grade level completion for A-G targets</li> </ul> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>956,771</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 406,420</p> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>962,334</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 465,597</p> |
| <p>Provide 6.0 Counselors at decile 1-3 schools in order to develop high school pathways of study, credit recovery for schools with high EL, SED and Foster Youth populations in order to focus services for students currently underperforming on A-G completion and college admission compared to the District average. Counselors will participate in the Instructional Support Team.</p> <p>These counselors are added to ensure monitoring and support plan creation for EL, FY, LI and gap group students.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● On-track grade level completion for A-G targets</li> </ul>  | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>541,128</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 228,827</p> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>535,452</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 227,840</p> |
| <p>Provide the City Year Program at Overfelt High School in order to allow direct attention to Freshman at that school to develop college and career readiness skills. The program allows for direct intervention to EL, FY, LI and gap group students to improve attendance and course completion. Expand the City Year Program to Mt. Pleasant High School to provide Freshman supports for increased course passage.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p>   | <p>01-5800-0002/3010 5800:<br/>Professional/Consulting<br/>Services And Operating<br/>Expenditures<br/>Supplemental 400,000</p>   | <p>01-5800-0002/3010 5800:<br/>Professional/Consulting<br/>Services And Operating<br/>Expenditures Supplemental<br/>197,375</p>   |

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| <ul style="list-style-type: none"> <li>● A-G course completion percentage by grade cohort.</li> </ul>  |  |  |
| <p>Provide 1.1 FTE Counselors at Small But Necessary schools and the Silicon Valley Career and Technical Education center to develop college and career readiness for students pursuing a direct career transition program or credit recovery for college or career readiness. These counselors are placed to ensure that all students particularly EL, FY, LI and gap group students have a transition plan to post-high success. Counselors will participate in the Instructional Support Team.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● Graduation and A-G rate percentage by cohort.</li> </ul> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel Salaries Supplemental 116,300</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits Supplemental 58,750</p> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel Salaries Supplemental 117,992</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits Supplemental 51,151</p> |
| <p>Provide College Night and FAFSA support services to all students and target parents of SED students planning a post-high school college path.</p> <p>Metric to ensure effectiveness for ELL FY and LI:</p> <ul style="list-style-type: none"> <li>● Parent participation numbers at college night and FAFSA registration for students who are low income.</li> </ul>  | <p>01-5800-0002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental 4,000</p>   | <p>01-5800-0002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental 2,081</p>   |
| <p>Provide PSAT tests for all freshmen and sophomores in order that SED, ELL and Foster youth have the same opportunities for success on the SAT test, as well as funding for these same populations to take Advanced Placement and International Baccalaureate exams at a reduced cost.</p> <p>Target participation in exams, review to students who are EL, FY, LI and gap groups.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● 100% participation of all sophomore students. Increased AP and IB exam test participation by EL, FY, LI and gap group students.</li> </ul>                            | <p>01-4300-0002 4000-4999:<br/>Books And Supplies Supplemental 320,000</p>   | <p>01-4300-0002 4000-4999:<br/>Books And Supplies Supplemental 482,448</p>   |
| <p>Implement iMentor program at James Lick High School to focus on post-high school planning.</p>  | <p>01-5800-002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental 170,000</p>  | <p>01-5800-002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental 98,700</p>   |

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|--|---|---|
| Provide College Outreach to first generation college students from California Student Opportunity and Access Program and Destination College Advising Corps programs through the University of California Regents. | 01-5800-0002 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures<br>Supplemental 306,000 | 01-5800-0002 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures Supplemental<br>292,133 |
|--|---|---|

## Goal Analysis

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

Not all funds budgeted for this goal were expended as the school closures caused a pause and in some cases, a full halt to some of the work being done as described in the action items. Specifically, the difference in budgeted expenditures and actual expenditures for this goal is attributed to the 0.6 FTE teacher on special assignment vacancy. The remaining balance was carried over into the 2020-21 LCAP budget.

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

During the 2019-2020 school year, we were able to implement the actions listed for this goal (at least up until March 2020) with the exception of the 0.6 FTE teacher on special assignment as the person in the role retired. One of the greatest successes was the work started by the school counselors to build common assurances for ensuring consistency in 4-year plan development, the use of Naviance, and what counseling sessions with students should entail. Additionally, school counselors began exploring how their work aligned with the ASCA model for school counseling. Counselors looked at the needs of students by grade levels and program designation such as English learners, Students with disabilities, and foster youth to determine the services to be provided at a Tier 1 level. Unfortunately, the work was paused in March due to the school closures.

We were also able to successfully continue with all of our partnerships with agencies providing services to our most-at-need students up until March when our school closed. During the school closures, some of our partners continued to reach out to students but it was difficult to engage with them as there was a heightened level of fear given the onset of the pandemic.

## Goal 2 Graduation Rate

**Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress toward high school graduation.**

State and/or Local Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| <p>Metric/Indicator: Graduation Rate</p> <ul style="list-style-type: none"> <li>● We want all district wide and subgroups to meet status and change criteria to fall in the green or blue categories</li> </ul>  | <p>Due to the pandemic CA dashboard data is not available.</p>  |
| <p>Metric/Indicator: On-Track for Graduation - Freshman =60 Credits<br/>Sophomores =120 Juniors =180</p> <p>Freshmen</p> <ul style="list-style-type: none"> <li>● All Students 76%</li> <li>● African American 59%</li> <li>● Hispanic 58%</li> <li>● SED 68%</li> <li>● EL 54%</li> <li>● SWD 55%</li> </ul> <p>Sophomores</p> <ul style="list-style-type: none"> <li>● All Students 73%</li> <li>● African American 63%</li> <li>● Hispanic 54% SED 64%</li> </ul> | <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Grade 9 - 69%</p> <ul style="list-style-type: none"> <li>● Asian - 89%</li> <li>● African American - 55%</li> <li>● Hispanic - 49%</li> <li>● SWD - 50%</li> <li>● ELL - 45%</li> <li>● SED - 57%</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Grade 10 - 63%</p> <ul style="list-style-type: none"> <li>● Asian - 85%</li> <li>● African American - 44%</li> <li>● Hispanic - 40%</li> <li>● SWD - 34%</li> <li>● ELL - 35%</li> <li>● SED - 50%</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Grade 11 - 59%</p> <ul style="list-style-type: none"> <li>● Asian - 82%</li> <li>● African American - 48%</li> <li>● Hispanic - 36%</li> <li>● SWD - 32%</li> <li>● ELL - 33%</li> <li>● SED - 49%</li> </ul> </div> </div> <p>We did not meet our targets as expected and continue to have disproportionate outcomes.</p> <ul style="list-style-type: none"> <li>● A lower percentage of African American and Hispanic students are on track at each grade level than Asian students.</li> <li>● 89% of Asian students, 55% of African American students, and 49% of Hispanic students are on track after Grade 9.</li> <li>● 85% of Asian students, 54% of African American students, and 40% of Hispanic students are on track after Grade 10.</li> </ul> |

- EL 50%
- SWD 50%

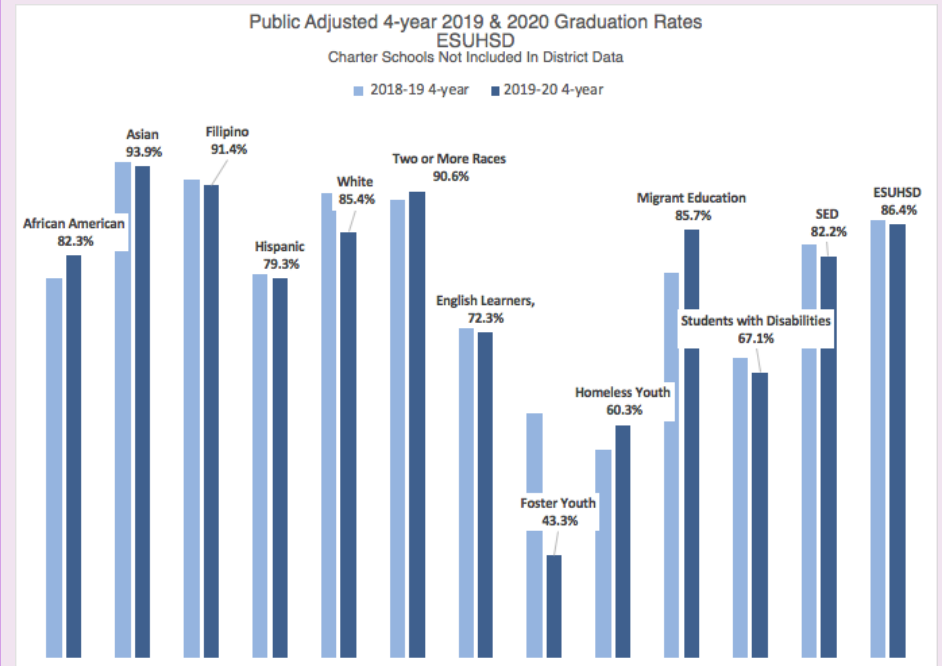
Juniors

- All Students 66%
- African American 56%
- Hispanic 47%
- SED 57%
- EL 42%
- SWD 49%

- 82% of Asian students, 48% of African American students, and 36% of Hispanic students are on track after Grade 11.
- 50% of SWD are on track after grade 9; that reduces to 32% on track after grade 11.
- 45% of ELL students are on track after grade 9; that reduces to 33% after grade 11.

Metric/Indicator: Percentage of Seniors that graduated as measured by the end of summer.

- All Students 99%
- African American 99%
- Hispanic 99%
- SED 99%
- EL 88.8%
- SWD 94.6%



The overall district graduation rate is 86.4% which is a decrease of 1.4 percentage points from last year.

- The East Side public graduation rate is above both the county rate and the state rate.
- The Asian subgroup graduation rate is 93.9% and is above both the county and state rates.

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● The African American subgroup graduation rate increased and is 82.3% which is above both the county and the state rates.</li> <li>● The Hispanic subgroup graduation rate increased and is 79.3% which is above the county and below the state rate.</li> <li>● ESUHSD graduates Hispanic and African American students at lower rates than Asian students.</li> </ul> |
| <p>Metric/Indicator: Foster youth graduation percentage</p> <ul style="list-style-type: none"> <li>● Foster Youth 60.4%</li> </ul>   | Although we did not meet our expected target, the Foster Youth graduation rate increased and is 43.3% and is below both the county and the state rates.   |
| <p>Metric/Indicator: Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit</p> <ul style="list-style-type: none"> <li>● 0/0.0% Misassignment of teachers of English Learners</li> <li>● 0/.00% Total Teacher Misassignments</li> <li>● 0/0.0% Vacant Teacher Positions</li> </ul> | There were no missassignments and teacher vacancies found as per the Williams audit for 2019-2020.  |
| <p>Metric/Indicator: Instructional Materials-Every student having access to standards-aligned materials as measured by Williams Audit</p> <ul style="list-style-type: none"> <li>● 0/0.0% Students without access</li> </ul>   | The Williams audit found that all students had access to standards-aligned materials.   |
| <p>Metric/Indicator: School Facilities in Good Repair as measured by Williams Audit</p> <ul style="list-style-type: none"> <li>● 0 Instances where Facilities did not meet the "Good Repair" standard</li> </ul>   | The Williams audit found all facilities in "good repair."   |

### Actions / Services

| Planned Action/Service  | Budgeted Expenditures   | Actual Expenditures   |
|---|---|---|
| Recruit, hire and maintain a high quality and instructionally responsive corps of credentialed teaching staff able to respond to the diverse needs of a student population for their progress toward graduation criteria. This staff includes those targeting the progress of English Language Learners in English Language Development and Sheltered classrooms. | 01-1100-0000/1100/1400 1000- 1999: Certificated Personnel Salaries LCFF 81,482,963 01-3000-0000/1100/1400 3000- | 01-1100-0000/1100/1400 1000- 1999: Certificated Personnel Salaries LCFF 80,227,326 01-3000-0000/1100/1400 3000- |

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|--|---|---|
| <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Williams Report and progress on Goal 2 end game metrics.</li> </ul>  | <p>3999: Employee Benefits LCFF 25,461,850</p> <p>01-1100-6500 1000-1999: Certificated Personnel Salaries Special Education 9,971,600</p> <p>01-1100-6500 01-3000-6500 3000-3999: Employee Benefits Special Education 3,983,611</p>   | <p>3999: Employee Benefits LCFF 25,906,088</p> <p>01-1100-6500 1000-1999: Certificated Personnel Salaries Special Education 9,615,551</p> <p>01-1100-6500 01-3000-6500 3000-3999: Employee Benefits Special Education 3,853,228</p>   |
| <p>Recruit, hire and maintain a high quality classified staff to ensure that campuses and classrooms are providing the conditions for learning and support necessary for all students to meet graduation requirements.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Williams Report and progress on Goal 2 end game metrics.</li> </ul> | <p>01-2000-0000 2000-2999: Classified Personnel Salaries LCFF 21,301,492</p> <p>01-3000-0000 3000-3999: Employee Benefits LCFF 12,804,703</p> <p>01-2000-3310/6500 2000-2999: Classified Personnel Salaries Special Education 7,001,215</p> <p>01-3000-3310/6500 3000-3999: Employee Benefits Special Education 5,799,651</p> | <p>01-2000-0000 2000-2999: Classified Personnel Salaries LCFF 21,098,696</p> <p>01-3000-0000 3000-3999: Employee Benefits LCFF 11,304,954</p> <p>01-2000-3310/6500 2000-2999: Classified Personnel Salaries Special Education 6,565,895</p> <p>01-3000-3310/6500 3000-3999: Employee Benefits Special Education 5,409,611</p> |
| <p>Recruit, hire and maintain a high quality administrative staff able to establish goals, serve as instructional leaders and develop the necessary support for all students to meet graduation requirements.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Williams Report and progress on Goal 2 end game metrics</li> </ul>           | <p>01-1300-0000 1000-1999: Certificated Personnel Salaries LCFF 6,859,526</p> <p>01-3000-0000 3000-3999: Employee Benefits LCFF 2,357,359</p>   | <p>01-1300-0000 1000-1999: Certificated Personnel Salaries LCFF 6,655,241</p> <p>01-3000-0000 3000-3999: Employee Benefits LCFF 2,061,549</p>   |

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|--|--|--|
|  | 01-1300-0000 1000-1999:<br>Certificated Personnel<br>Salaries Special Education<br>550,233 | 01-1300-0000 1000-1999:<br>Certificated Personnel<br>Salaries Special Education<br>595,734 |
| <p>Provide Summer Bridge and Summer School opportunities for English Language Learners, students needing to recover credit, students needing to recover grades of A-C in courses passed, as well as incoming ninth graders who did not experience middle school success so that they meet graduation and A-G requirements. Ensure class offerings in areas of English I and Math I for future, as well as bridge efforts in all schools for targeted students. The focus of this action item is to direct services and supports to EL, FY, LI and gap group students</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Participation and credits earned by EL, FY, LI and gap group students.</li> </ul> | 01-3000-0000 3000-3999:<br>Employee Benefits Special<br>Education 177,037                  | 01-3000-0000 3000-3999:<br>Employee Benefits Special<br>Education 177,553                  |
|  | 01-1100-0002 1000-1999:<br>Certificated Personnel<br>Salaries Supplemental<br>524,010      | 01-1100-0002 1000-1999:<br>Certificated Personnel<br>Salaries Supplemental<br>283,743      |
|  | 01-4300-0002 4000-4999:<br>Books And Supplies<br>Supplemental 12,200                       | 01-4300-0002 4000-4999:<br>Books And Supplies<br>Supplemental 964                          |
|  | 01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 62,491                        | 01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 58,231                        |
|  | 01-1000-3010 1000-1999:<br>Certificated Personnel<br>Salaries Title I 129,133              | 01-1000-3010 1000-1999:<br>Certificated Personnel<br>Salaries Title I 247,063              |
|  | 01-3000-3010 3000-3999:<br>Employee Benefits Title I<br>26,006                             | 01-3000-3010 3000-3999:<br>Employee Benefits Title I<br>50,900                             |
|  | 01-1000-6500 1000-1999:<br>Certificated Personnel<br>Salaries Special Education<br>108,434 | 01-1000-6500 1000-1999:<br>Certificated Personnel<br>Salaries Special Education<br>177,327 |



|  |  |   |
|--|--|---|
|  | 01-3000-6500 3000-3999:<br>Employee Benefits Special<br>Education 21,837   | 01-3000-6500 3000-3999:<br>Employee Benefits Special<br>Education 45,770  |
|  | 01-1000-4203/6520 1000-<br>1999: Certificated<br>Personnel Salaries Other<br>100,891   | 01-1000-4203/6520 1000-<br>1999: Certificated<br>Personnel Salaries Other<br>60,492   |
|  | Title III LEP &<br>Workability 01-3000-<br>4203/6520 3000-3999:<br>Employee Benefits Other<br>20,318   | Title III LEP &<br>Workability 01-3000-<br>4203/6520 3000-3999:<br>Employee Benefits Other<br>7,370   |
| Provide Cyber High credit recovery program for students to recover credits lost in previous semesters in order to stay on course for graduation.<br><br>Metric to ensure effectiveness for EL, FY and LI:<br><ul style="list-style-type: none"> <li>Student participation and Credits earned</li> </ul>  | 01-5800-0002 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures<br>Supplemental 155,000  | 01-5800-0002 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures Supplemental<br>152,939   |
| Maintain class size across the district so that the instructional environment allows teachers to direct greater attention and instructionally respond to the needs of SED, EL and foster youth across all courses and disciplines.<br><br>Metric to ensure effectiveness for EL, FY and LI:<br><ul style="list-style-type: none"> <li>Students passing courses in core classes.</li> </ul>   | 01-1100-0002 1000-1999:<br>Certificated Personnel<br>Salaries Supplemental<br>6,028,596<br><br>01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 2,525,397    | 01-1100-0002 1000-1999:<br>Certificated Personnel<br>Salaries Supplemental<br>6,241,301<br><br>01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 2,586,274 |
| Develop and implement professional development and programmatic analysis, monitoring and supports in order to address issues of due process, inequity, disparities in disciplinary responses and classroom supports in agreement with District core values, LCAP goals and resolution with the Office of Civil Rights through Multi-Tiered program development. Training will focus on developing positive school, culturally relevant pedagogy, academic language development, and appropriate responses to student behavior. | 01-5800-0002 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures<br>Supplemental 600,000<br><br>01-1900-0002 1000-1999:<br>Certificated Personnel | 01-5800-0002 5800:<br>Professional/Consulting<br>Services And Operating<br>Expenditures Supplemental<br>161,054   |

|  |   |   |
|--|---|---|
| <p>The contracted partner has demonstrated the ability to address issues of inequitable practices, as well as to identify, monitor and provide professional systemic support for targeted groups toward increased graduation rates. Extended duty provided for staff participation.</p> <p>Short term metrics are specified in the Office for Civil Rights resolution agreement.</p> <p>Long term metrics consistent with 5 goals of Plan.</p> | <p>Salaries Supplemental 67,913</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 14,619</p>  | <p>01-1900-0002 1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 0</p>   |
| <p>Provide social-emotional support for students via New Hope for Youth for greater school connectedness and course passage.</p>   | <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 80,000</p> <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 25,000</p> | <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 80,000</p> <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 15,000</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.

All the actions listed to support this goal were implemented. The difference in expenditures was due to contract services being budgeted over what the actual yearly cost was and salary and benefit calculations being slightly off. The remaining balance was carried over into the 2020-21 LCAP budget and was used to continue services for students, families, and staff.

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

Although the pandemic caused our schools to close in March 2020, for the 2019-20 we were successful in maintaining and hiring highly qualified staff to serve our students. Additionally, we were able to continue our work with our partners in implementing MTSS and providing support to our students. We were also successful in providing credit recovery to our students through cyber high. Students continued to access cyber high courses for credit recovery and were supported by teachers throughout the year even after we closed schools in March. We were also very successful in offering a virtual summer school program to our students and in particular, focused on courses for credit recovery and acceleration for our English Learners, low-income students, and foster youth.

One of the greatest challenges we faced in implementing the actions was the adjustment from in-person to virtual settings for the last few months of school. The sessions with our contract providers were, at times, problematic as technology glitches occurred and thus sessions were interrupted. Another

challenge faced was with the lack of personalization that happened as a result of sessions being conducted virtually. Teachers did a great job of adapting to the remote learning environment yet they were challenged to connect with students as many students did not attend sessions for the last few months of school.

### Goal 3 English Language Learners

**Provide the program, supports and instructional strategies to obtain English proficiency and the overall academic success of short term and long-term English Language Learners.**

State and/or Local Priorities addressed by this goal:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

### Annual Measurable Outcomes

| Expected   | Actual  |
|--|---|
| <p>Metric/Indicator: English Language Learner Status and Change (Available Fall 2017)</p> <ul style="list-style-type: none"> <li>● We want all district wide and subgroups to meet status and change criteria to fall in the green or blue categories</li> </ul> | <p>Due to the pandemic CA dashboard data is not available.</p>  |
| <p>Metric/Indicator: Percentage of English Language Learners increasing proficiency 62.7% level or maintaining 4 on ELPAC</p> <ul style="list-style-type: none"> <li>● 71.7% EL increasing proficiency</li> </ul>  | <p>Due to the COVID-19 Pandemic school closures the ELPAC assessments given to gauge the English proficiency of English Language Learner students was cut short and not all students were able to complete the exam. Due to this the data from 2020 is not comparable to prior years and is not included in the report this year.</p> |

Metric/Indicator: % of English Language Learners Reclassified

- 21.8% Reclassified

We did not meet the expected target as only 11.8% of ELL students were reclassified in 2020.

With the change in assessments, the district reclassification rate has varied over the last several years as the district has struggled to determine cut points on local exams that ensure students are able to reclassify and at the same time ensure academic success for these students in their remaining years of high school. In addition having incomplete ELPAC scores due to the COVID-19 school closures also affected the reclassification rates.

| ESUHSD<br>Percentage of English Language Learners Reclassified |       |      |       |       |      |       |        |        |
|--|-------|------|-------|-------|------|-------|--------|--------|
|  | 2013  | 2014 | 2015  | 2016  | 2017 | 2018  | 2019   | 2020   |
| Percentage of EL Students Reclassified                         | 13.9% | 6.4% | 13.6% | 16.3% | 4.7% | 15.5% | 10.60% | 11.80% |

### Actions / Services

| Planned Action/Service   | Budgeted Expenditures   | Actual Expenditures   |
|--|---|---|
| <p>Increase additional FTE for teachers of ELD to 4.6 FTE and sheltered courses to implement Short Term English Language Learner Centers at five high schools across the district in order that English Language Learners develop their language skills and content knowledge to meet graduation criteria and A-G requirements.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Passage of Core Classes</li> </ul> | <p>01-1100-0002 1000-1999:<br/>Certificated Personnel Salaries Supplemental 315,000</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits Supplemental 132,615</p> | <p>01-1100-0002 1000-1999:<br/>Certificated Personnel Salaries Supplemental 46,176</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits Supplemental 15,913</p> |

|   |   |   |
|---|---|---|
| <p>Utilize 3.0 FTE Librarians and 1.0 FTE Library Techs in order to introduce research orientation and database training in ELD and sheltered courses so that EL students can access language and readability appropriate texts via the District’s informational databases for greater access to content knowledge and academic language.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Research orientation at beginning of semester for sheltered English Courses.</li> <li>● Database orientation in sheltered and ELD Classes.</li> </ul> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>319,872</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 119,633</p> <p>01-2400-0002 2000-2999:<br/>Classified Personnel<br/>Salaries Supplemental<br/>60,059</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 43,677</p> | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>320,054</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 112,787</p> <p>01-2400-0002 2000-2999:<br/>Classified Personnel<br/>Salaries Supplemental<br/>42,366</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 21,379</p> |
| <p>Utilize 1.5 FTE Coordinators and 0.9 FTE Clerical and hourly classified support and implementation of services, professional development of academic language instruction and the monitoring of supports for English Language Learners, low income, and homeless youth.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Development Single Plan for Student Achievement by each site, DELAC attendance, development of targeted introduction of academic language development for short and long term English Language Learners.</li> </ul>  | <p>01-1300-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>216,314</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 96,389</p> <p>01-2400-0002 2000-2999:<br/>Classified Personnel<br/>Salaries Supplemental<br/>26,597</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 12,530</p>  | <p>01-1300-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>145,850</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 67,963</p> <p>01-2400-0002 2000-2999:<br/>Classified Personnel<br/>Salaries Supplemental<br/>26,574</p> <p>01-3000-0002 3000-3999:<br/>Employee Benefits<br/>Supplemental 11,973</p>  |
| <p>Identify 9.0 FTE of counseling positions to monitor progress and identify supports for Short Term and Long Term English Language Learners with an emphasis on course passage and redesignation.</p>  | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>794,462</p>   | <p>01-1200-0002 1000-1999:<br/>Certificated Personnel<br/>Salaries Supplemental<br/>778,128</p>   |

|   |  |   |
|---|--|---|
|   | 01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 276,898   | 01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 282,383  |
| Utilize 2.0 FTE Teacher on Special Assignment to provide professional development and curricular support in dealing with reading, mathematics and academic language development to students and teachers toward course passage.   | 01-1900-0002 1000-1999:<br>Certificated Personnel<br>Salaries Supplemental<br>223,072<br><br>01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 71,743   | 01-1900-0002 1000-1999:<br>Certificated Personnel<br>Salaries Supplemental<br>45,901<br><br>01-3000-0002 3000-3999:<br>Employee Benefits<br>Supplemental 12,131   |
| Hire and allocate 9.4 FTE Counselors for the monitoring of student progress, especially the progress of English Language Learners, as well as underperforming students, non-cohort students and other groups identified in LCAP calculations. These additional counselors will allow all counseling staff the ability to meet twice yearly with students, as well as to direct attention for early intervention when course passage endangers the successful creation of the established four year plan | 01-1200-0002 1000-1999:<br>Certificated Personnel<br>Salaries LCFF<br>Supplemental and<br>Concentration 595,018 01-<br>3000-0002 3000-3999:<br>Employee Benefits LCFF<br>Supplemental and<br>Concentration 302,610 | 01-1200-0002 1000-1999:<br>Certificated Personnel<br>Salaries LCFF<br>Supplemental and<br>Concentration 789,462<br><br>01-3000-0002 3000-3999:<br>Employee Benefits LCFF<br>Supplemental and<br>Concentration 340,162 |

**Goal Analysis**

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

All the actions listed for this goal were implemented to a certain extent given the school closures and our shift to distance learning. The difference in expenditures was largely due to the calculation of salary and benefits. We were also not able to fully increase the FTE for sheltered courses. The funds that were not expended were carried over to the 2020-21 LCAP funds.

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

The greatest success with the actions for this goal was in the work of our counselors to hone in on the needs of our English language learners as they developed common assurances grounded in the ASCA model for school counselors. Counselors worked together to identify the needs of English language learners and a plan for communicating to parents and students their 4-year plans and a status on whether or not students were on track to meet graduation and A-G requirements. Another success was in the collaborative work started with ELD teachers on creating assessments for each of the ELD courses with an emphasis on language acquisition through the four domains: Speaking, Writing, Listening, and Reading.

One of the challenges faced was in adding the FTE to provide sheltered classes. Although we were able to offer sheltered classes at many of our high schools, we could not fully load sheltered classes in a way that did not violate our collective bargaining agreement as it pertains to teacher preps. We also did not fully communicate expectations for how to utilize the added FTE to our administrative teams at our school sites. Another challenge was in the work of librarians to introduce research orientation and database training in ELD and sheltered courses. Librarians were not able to coordinate sessions with ELD teachers as the expectations for how to approach the work was not made clear by district-level leadership.

## Goal 4 Suspension Rate

**Establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.**

State and/or Local Priorities addressed by this goal:

Priority 1: Basic (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

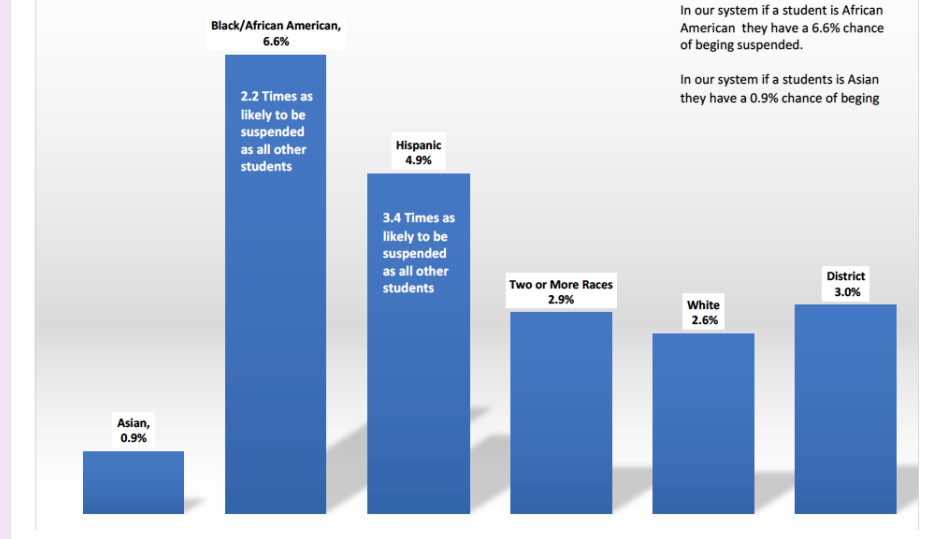
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

**Annual Measurable Outcomes**

| Expected  | Actual   |
|---|--|
| <p>Metric/Indicator: Suspension Rate Status and Change</p> <ul style="list-style-type: none"> <li>We want all district wide and subgroups to meet status and change criteria to fall in the green or blue categories</li> </ul> | <p>Due to the pandemic CA dashboard data is not available.</p>   |
| <p>Metric/Indicator: Suspension rate</p> <ul style="list-style-type: none"> <li>All Students 1.5%</li> <li>African American 8.1%</li> <li>Hispanic 4.9%</li> <li>SWD 8.9%</li> </ul>  | <p>The estimated suspension rate for the district is 3.0%.</p> <ul style="list-style-type: none"> <li>The estimated suspension rates for African American students is 6.6% and for Hispanic students it is 4.9% . For SWD the suspension rate is 10.2%.</li> <li>African American students are 2.2 times as likely as other students to be suspended.</li> <li>Hispanic students are 3.4 times as likely as other students to be suspended.</li> </ul> |



2019-20 ESUHSD  
 Suspension Rates by Race/Ethnicity  
 Who is at greatest risk of being suspended?



Metric/Indicator: Total Suspension

- All Students 1012
- African American 70
- Hispanic 876
- SWD 350

There were 1,209 total suspensions involving 815 students which is a decrease from the prior year.

- The district suspension rate decreased and is 3.0%.
- 73.1% of students suspended were suspended only once, and 26.9% of students suspended were suspended multiple times.
- The district has a higher suspension rate than the county rate of 2.5% and equal to the state rate of 3.5%.

For 2019-2020 we did see a decrease in the number of suspensions for each of the following subgroups:

- African American student suspensions = 55
- Hispanic student suspensions = 556
- Students with disabilities suspensions = 264

Metric/Indicator: Survey points

- Caring Adults
- School Connectedness
- Academic Motivation
- High Expectations

% of students scoring high on Caring Adults

- 9th = 34%
- 11th = 37%

% of students scoring high on School Connectedness

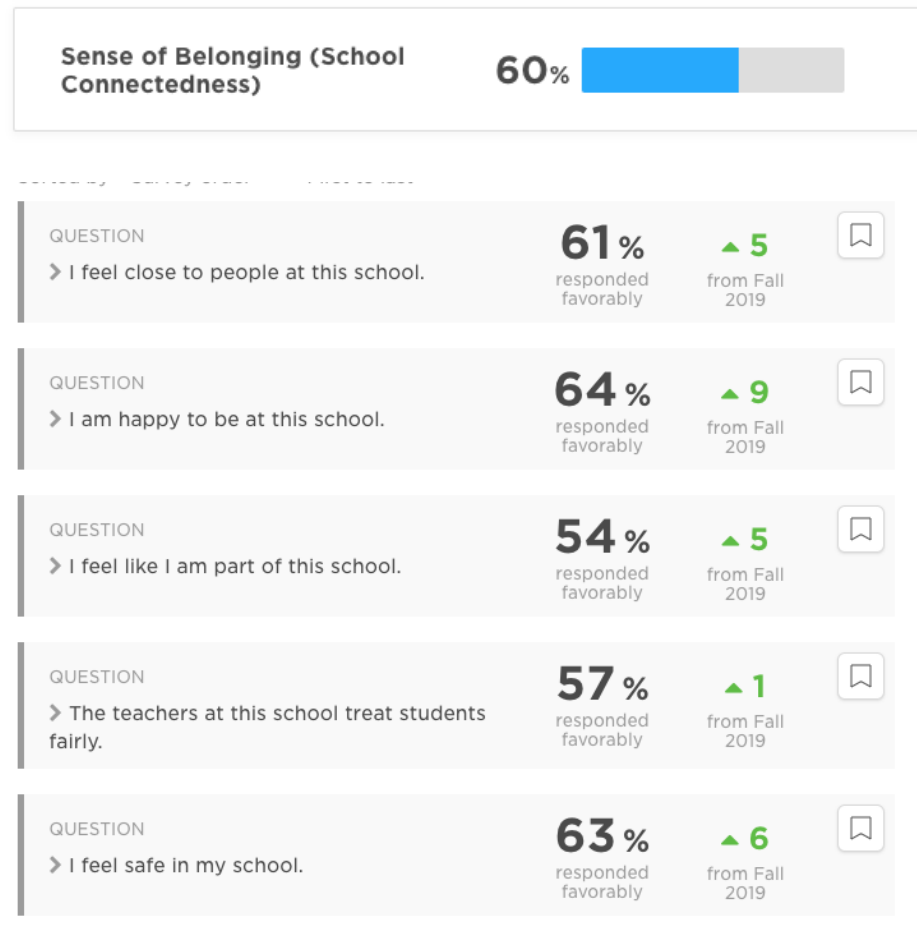
- 9th = 50%
- 11th = 48%

% of students scoring high on Academic Motivation

- 9th = 40%
- 11th = 33%

% of students scoring high on High Expectations

- 9th = 48%
- 11th = 36%



Based on the Spring 2020 Panorama Survey results, 60% of students reported feeling connected to school.

- 62% of 9th graders and 59% of 11th graders reported feeling a sense of belonging.

## Climate of Support for Academic Learning

76%



### QUESTION

› Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.

81%

responded favorably

▲ 9

from Fall 2019



### QUESTION

› My teachers work hard to help me with my schoolwork when I need it.

77%

responded favorably

▲ 6

from Fall 2019



### QUESTION

› Teachers give students a chance to take part in classroom discussions or activities.

88%

responded favorably

▲ 5

from Fall 2019



### QUESTION

› This school promotes academic success for all students.

75%

responded favorably

▲ 2

from Fall 2019



### QUESTION

› This school is a supportive and inviting place for students to learn.

71%

responded favorably

▲ 4

from Fall 2019



### QUESTION

› Teachers go out of their way to help students.

61%

responded favorably

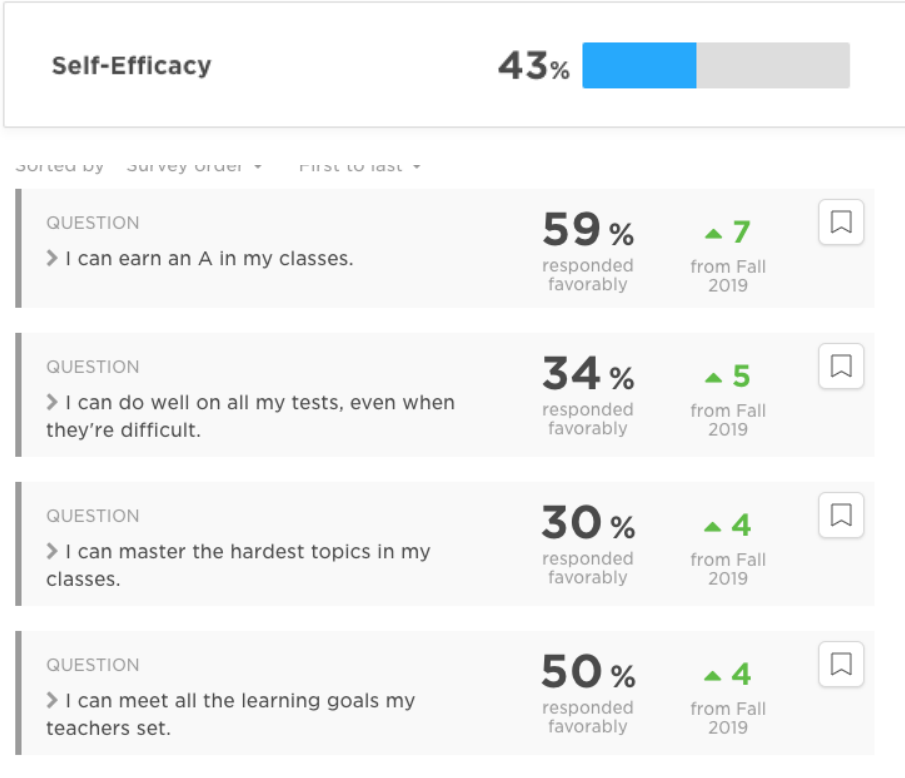
▲ 2

from Fall 2019



Based on the Spring 2020 Panorama Survey results, 76% of students responded favorably to having a climate of support for academic learning.

- 80% of 9th graders and 74% of 11th graders responded favorably in the area of climate of support for academic learning.



Based on the Spring 2020 Panorama Survey results, 43% of students believe they can succeed in achieving academic outcomes.

- 49% of 9th graders and 41% of 11th graders believe they can succeed in achieving academic outcomes.

Metric/Indicator: Total Expulsion Rates

Total Expulsion Rate for 2017-2018 East Side Union High School District

- Total number=16
- Unduplicated Count of Students Expelled=16
- Expulsion Rate=0.07%

For the 2019-2020 school year, there were 9 total expulsions. This is a decrease from 2018-2019 where we had 13 expulsions. Our expulsion rate is 0.05%.

## Actions / Services

| Planned Action/Service   | Budgeted Expenditures  | Actual Expenditures  |
|--|--|--|
| <p>Engage students in leadership and advisory groups to create school cultures of belonging and relationship centered programs to reduce referrals and suspensions, particularly by SED, EL and Foster Youth Populations.</p> <p>Provide student support suggested by the advisory group.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Attendance in school based events/LCAP intervention input to Advisory Committee</li> </ul>   | <p>01-5800-0002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental \$50,000</p>  | <p>[01-5800-0002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental \$9,773</p>  |
| <p>Introduce survey and programmatic support at Independence, Evergreen Valley and Foothill High School to develop relationship centered practices and supports to develop school-wide cultures that encourage the success of students who are ELL, SED and/or Foster Youth.</p> <p>Utilize Panorama survey for all schools to determine and monitor outcomes for school connectedness.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Student survey data on school connectedness for gap group and EL populations.</li> </ul> | <p>01-5800-0002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental \$100,000</p>   | <p>01-5800-0002 5800:<br/>Professional/Consulting Services And Operating Expenditures Supplemental \$76,950</p>  |
| <p>Reduce position to .6 FTE Teacher on Special Assignment to monitor students, collaborate with student groups to promote positive presence on campus, identify and collaborate with community partners, as well as to establish African-American student voice in the development of student support.</p>  | <p>01-1900-0002 1000-1999:<br/>Certificated Personnel Salaries Supplemental 85,260<br/>01-3000-0002 3000-3999:<br/>Employee Benefits Supplemental 32,368</p> | <p>01-1900-0002 1000-1999:<br/>Certificated Personnel Salaries Supplemental 69,996<br/>01-3000-0002 3000-3999:<br/>Employee Benefits Supplemental 35,104</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.

The actions listed for this goal were fully implemented during the 2019-2020 school year from August 2019 to March 2020. We were able to administer the Panorama survey in the fall and the Spring even once our schools closed. The funds that were not expended were carried over to the 2020-21 LCAP funds.

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

One of the greatest successes was our ability to administer the Panorama survey which provided for us valuable qualitative information about our community. In particular, it provided us with the overall sense of students' sense of belonging and in the Spring, we were able to capture how our parents, teachers, and students felt about distance learning.

The challenges faced included lower survey responses than what we have been accustomed to receiving. Additionally, the ability to meet in-person with our students as part of the advisory groups halted as a result of the school closures and we did not do a good job of following up with the students to meet, even if through zoom.

## Goal 5 Chronic Absenteeism

**Engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school.**

State and/or Local Priorities addressed by this goal:

Priority 1: Basic (Conditions of Learning)

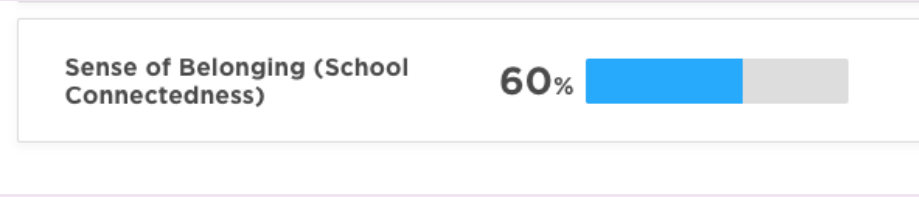
Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

## Annual Measurable Outcomes

| Expected   | Actual   |
|--|--|
| <p>Metric/Indicator: Chronic Absenteeism Status and Change (Available Fall 2017)</p> <ul style="list-style-type: none"> <li>We want all district wide and subgroups to meet status and change criteria to fall in the green or blue categories</li> </ul>  | <p>Due to the pandemic CA dashboard data is not available.</p>   |
| <p>Metric/Indicator: Percentage of students chronically absent</p> <ul style="list-style-type: none"> <li>All students 28.5%</li> </ul>  | <p>13.2% of students were chronically absent in 2019-20 which is a decrease from the prior year.</p> <ul style="list-style-type: none"> <li>African American and Hispanic subgroups have a higher percentage of students chronically absent than the district average.</li> <li>29.3% of SWD, 18.8% of ELL students, 37.1% of Foster Youth, and 30.1% of McKinney-Vento Homeless students are chronically absent.</li> </ul> |
| <p>Metric/Indicator: Survey results</p> <ul style="list-style-type: none"> <li>Caring Adults</li> <li>School Connectedness</li> </ul> <p>% of students scoring high on Caring Adults</p> <ul style="list-style-type: none"> <li>9th = 34%</li> <li>11th = 37%</li> </ul> <p>% of students scoring high on School Connectedness</p> <ul style="list-style-type: none"> <li>9th = 50%</li> <li>11th = 48%</li> </ul> |  <p>Sense of Belonging (School Connectedness) 60%</p>   |

QUESTION

> I feel close to people at this school.

**61%**  
responded  
favorably

**▲ 5**  
from Fall  
2019



QUESTION

> I am happy to be at this school.

**64%**  
responded  
favorably

**▲ 9**  
from Fall  
2019



QUESTION

> I feel like I am part of this school.

**54%**  
responded  
favorably

**▲ 5**  
from Fall  
2019



QUESTION

> The teachers at this school treat students fairly.

**57%**  
responded  
favorably

**▲ 1**  
from Fall  
2019



QUESTION

> I feel safe in my school.

**63%**  
responded  
favorably

**▲ 6**  
from Fall  
2019



Based on the Spring 2020 Panorama Survey results, 60% of students reported feeling connected to school.

- 62% of 9th graders and 59% of 11th graders reported feeling a sense of belonging.



Metric/Indicator: Survey Results

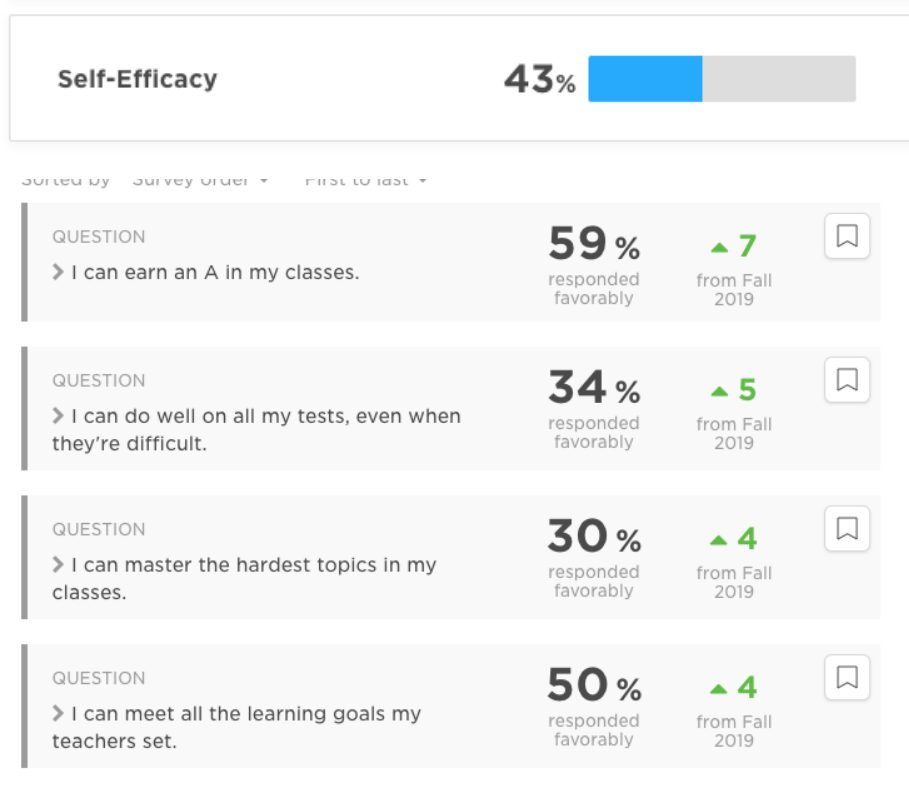
- Academic Motivation
- High Expectations

% of students scoring high on Academic Motivation

- 9th = 40%
- 11th = 33%

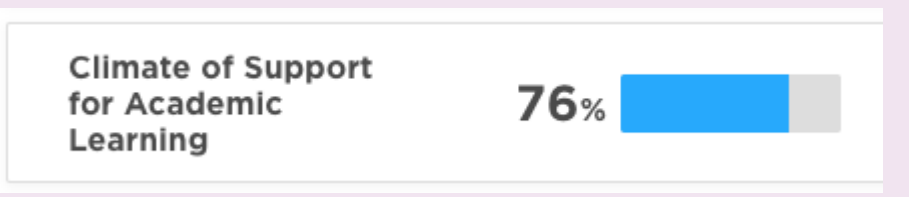
% of students scoring high on High Expectations

- 9th = 48%
- 11th = 36%



Based on the Spring 2020 Panorama Survey results, 43% of students believe they can succeed in achieving academic outcomes.

- 49% of 9th graders and 41% of 11th graders believe they can succeed in achieving academic outcomes.



|   |                            |                       |  |
|---|----------------------------|-----------------------|--|
| QUESTION<br>➤ Adults at this school encourage me to work hard so I can be successful in college or at the job I choose. | 81%<br>responded favorably | ▲ 9<br>from Fall 2019 |  |
| QUESTION<br>➤ My teachers work hard to help me with my schoolwork when I need it.                                       | 77%<br>responded favorably | ▲ 6<br>from Fall 2019 |  |
| QUESTION<br>➤ Teachers give students a chance to take part in classroom discussions or activities.                      | 88%<br>responded favorably | ▲ 5<br>from Fall 2019 |  |
| QUESTION<br>➤ This school promotes academic success for all students.   | 75%<br>responded favorably | ▲ 2<br>from Fall 2019 |  |
| QUESTION<br>➤ This school is a supportive and inviting place for students to learn.                                     | 71%<br>responded favorably | ▲ 4<br>from Fall 2019 |  |
| QUESTION<br>➤ Teachers go out of their way to help students.  | 61%<br>responded favorably | ▲ 2<br>from Fall 2019 |  |

Based on the Spring 2020 Panorama Survey results, 76% of students responded favorably to having a climate of support for academic learning.

- 80% of 9th graders and 74% of 11th graders responded favorably in the area of climate of support for academic learning.

Attendance Percentage:

The P2 District average attendance percentage for the comprehensive high schools for 2019-2020 was 95.44 %.

The attendance percentage declined by 0.07 as compared to the prior year final P-2 attendance of 95.51%.

Metric/Indicator: District P-2 Attendance

- 2019-2020 Total P-2 Attendance =95.51%-95.7%

## Actions / Services

| Planned Action/Service  | Budgeted Expenditures   | Actual Expenditures   |
|---|---|---|
| <p>Provide 13.0 Social Workers at all sites in order to provide the support and develop relationship centered practices to ensure that the schoolwide community ensures the success of students who are EL, SED or Foster Youth.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Student contacts and referrals to outside agencies</li> </ul>  | <p>01-1200-0002 1000-1999: Certificated Personnel Salaries Supplemental 1,233,079</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 538,421</p> | <p>01-1200-0002 1000-1999: Certificated Personnel Salaries Supplemental 1,230,425</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 548,613</p> |
| <p>Provide a 1.0 FTE Student Services Coordinator to manage Instructional Support Teams and develop Attendance Review Committees to increase attendance for all students and with a particular focus on students who are EL, SED or Foster Youth.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Increase in attendance rates/Increased student contacts by ISTs at sites.</li> </ul>  | <p>01-1300-0002 1000-1999: Certificated Personnel Salaries Supplemental 136,713</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 65,778</p>    | <p>01-1300-0002 1000-1999: Certificated Personnel Salaries Supplemental 23,996</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 4,926</p>      |
| <p>Provide an additional 1.0 FTE to position 13.0 FTE Parent Community Involvement Specialists to develop relationship centered practices, school orientation and navigation, as well as attendance practices to create greater home/school connections and increase attendance and participation by students who are EL, SED and Foster Youth.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Increased parent involvement in College Night/FAFSA &amp; parent contracts</li> </ul> | <p>01-2900-0002 2000-2999: Classified Personnel Salaries Supplemental 920,640</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 473,126</p>     | <p>01-2900-0002 2000-2999: Classified Personnel Salaries Supplemental 921,918</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 407,640</p>     |
| <p>Provide 1.0 FTE Juvenile Justice Social Worker in order to ensure a strong relationship, monitoring and support provision for students who are returning to District from the justice system, including those who are EL, SED and Foster Youth.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>Attendance and grade data for returning students</li> </ul>  | <p>No budgeted expenditure listed for 2019-2020</p>   |   |
| <p>Provide 2.0 FTE School Linked Services coordinator at the district office in order to arrange services and Santa Clara County sponsored supports for students and their</p>  | <p>01-2400-0002 2000-2999: Classified Personnel</p>   | <p>01-2400-0002 2000-2999: Classified Personnel</p>   |

|   |   |  |
|---|---|--|
| <p>guardians who are identified as Foster or Homeless Youth or who are non -attending or requiring additional support for success.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Increase number of referred students</li> </ul>  | <p>Salaries Supplemental 80,666</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 55,021</p>  | <p>Salaries Supplemental 46,106</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 49,332</p>   |
| <p>Provide bus passes to students who are SED in order that they can attend classes at their home site or Foothill High School. Increased allocation of \$20,000.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Attendance data from participating students</li> </ul>  | <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 80,000</p>   | <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 64,568</p>  |
| <p>Provide 1.0 FTE District Nurse in order to participate in Instructional Support Teams and Individual Education Plan teams in order to ensure that the health needs, including those of students who are EL, SED or Foster Youth, attend school and experience success.</p> <p>Metric to ensure effectiveness for EL, FY and LI:</p> <ul style="list-style-type: none"> <li>● Student contact numbers in Instructional Support Team and Individual Education Plan meetings</li> </ul> | <p>01-1200-0002 1000-1999: Certificated Personnel Salaries Supplemental 75,963</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 21,006</p> | <p>01-1200-0002 1000-1999: Certificated Personnel Salaries Supplemental 114,593</p> <p>01-3000-0002 3000-3999: Employee Benefits Supplemental 20,227</p> |
| <p>Provide progress monitoring, targeted student supports and credit recovery opportunities, as well as curricular supports for Unduplicated students at non-comprehensive sites. Reduction of expenditure to \$50,000.</p>   | <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</p>   | <p>01-5800-0002 5800: Professional/Consulting Services And Operating Expenditures Supplemental 50,000</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.

The actions listed with the exception of providing the 1.0 FTE Student Services Coordinator as part of this goal were fully implemented, even once our schools closed. The Student Services Coordinator resigned in October of 2019 and the position remained unfilled throughout the remainder of the school year. The funds that were not expended were carried over to the 2020-21 LCAP funds.

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

The successes we experienced in implementing the actions and services to achieve this goal include the services provided by our Social Workers and our Parent Community Involvement Specialists (PCIS), and our partnership with School Linked Services. Our Social Workers were instrumental in supporting the mental health and emotional well being of our students and in particular our most-at-need students including our foster youth and low-income students. They provided both individual and group sessions, led professional development for staff, and connected students and families to resources. Our PCIS team was very successful in reaching out to our parents and connecting them with resources to support their students, especially during our school closures.

Our challenges particular to this goal included continuous outreach to our students experiencing chronic absenteeism. Although we continued with our SARB process, it was difficult to get parents and students to attend and then follow up with reengaging at their schools. We need to improve how we engage with our chronically absent students and their families.

## 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 |
|--|----------------------|-------------------------------|--------------|
| Personal Protective Equipment (PPE) to prepare for in-person instruction once it is deemed safe to do so | \$275,482            | \$711,351                     | N            |
| Custodial supplies for cleaning and disinfection   | \$9,832              | \$117,933                     | N            |
| Soap and dispensers for installation at various locations at all school sites                            | \$24,611             | \$24,611                      | N            |
| Clean up of sites due to exposure as staff prepared for reopening for in-person instruction              | \$86,005             | \$86,005                      | N            |

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.

All the actions listed as part of this area are on track for full implementation. Although the vast majority of our school year was spent in distance learning, our schools remained open, so there was a need to keep staff and students on site safe by providing the required PPE and maintaining our sites clean at all times. The expenditures for PPE are higher than we budgeted for as we needed to purchase additional equipment to ensure all stakeholders felt safe and we were better prepared for in-person instruction.

### **Analysis of In-Person Instructional Offerings**

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

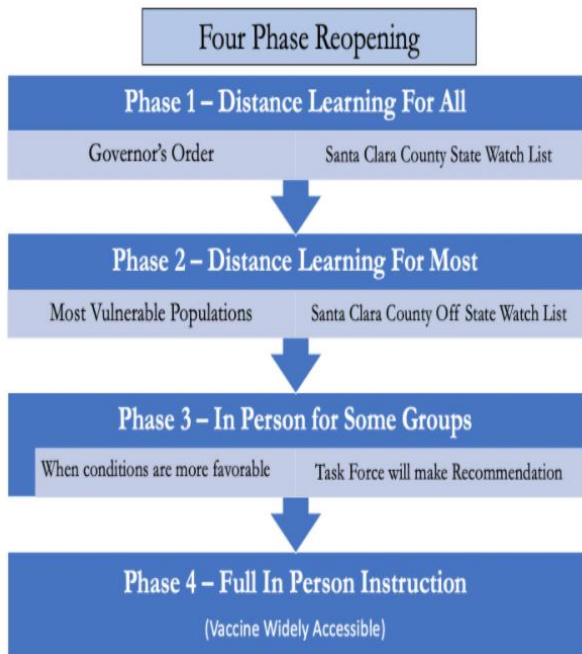
There have been many challenges to offering in-person instruction in the 2020-21 school year. The 95127 zip code which represents one of our largest zip codes where students reside and attend our schools was amongst the highest impacted by COVID cases in the county of Santa Clara, thus creating great hesitation and discomfort for staff, students, and parents to return to in-person instruction. Additionally, when parents, staff, and students were surveyed about returning to school for in-person instruction, it was evident that the preference was to remain in distance learning.

### Spring Semester Survey Results (as of 3/1/2021)

#### Overall Survey Results – Key Questions

| Group              | #of responses | How comfortable would you be with returning to in-person, on site instruction in a hybrid format for the last six weeks of school? | Should our district remain in Distance Learning for this entire Spring Semester? |
|--------------------|---------------|--|--|
| Parents            | 5404          | 56% Extremely uncomfortable or Hesitant and uncomfortable  | 62% responded yes  |
| Students           | 3591          | 54.8% Extremely uncomfortable or Hesitant and uncomfortable  | 59.2% responded yes  |
| Certificated Staff | 754           | 73.5% Extremely uncomfortable or Hesitant and uncomfortable  | 79.3% responded yes  |
| Classified Staff   | 160           | 71.9% Extremely uncomfortable or Hesitant and uncomfortable  | 77.5% responded yes  |

Although there was hesitation and concern given the pandemic, our school sites remained open to distribute devices, address questions and concerns, and provide access to safe spaces with reliable internet to students most in need. Our original plan for reopening remained consistent, and, as the circumstances with the pandemic improved, we were able to move from one phase to the next.



Specifically, we were able to provide in-person intervention and support for some of our most-at-need students in Phase 2 starting in November 2020. Although we had to pause our Phase 2 offerings as a result of increased cases due to the holiday surge, we returned to Phase 2 in mid January 2021. As a result of vaccines becoming available to educators and AB86 providing guidance and funding to reopen for in-person instruction, we were able to reopen our schools for in-person instruction, intervention, and support on April 19, 2021. Families were able to opt-in to in-person instruction, intervention, and support resulting in 3041 students returning to school sites in person.



| School Site              | Students Returning In-Person |
|--------------------------|------------------------------|
| Andrew Hill              | 115                          |
| Evergreen Valley         | 504                          |
| Independence             | 373                          |
| James Lick               | 83                           |
| Mt. Pleasant             | 157                          |
| Oak Grove                | 254                          |
| Piedmont Hills           | 357                          |
| Santa Teresa             | 318                          |
| Silver Creek             | 342                          |
| Wm. C Overfelt           | 271                          |
| Yerba Buena              | 79                           |
| Apollo                   | 10                           |
| Calero                   | 51                           |
| Foothill                 | 17                           |
| Pegasus                  | 9                            |
| Phoenix                  | 2                            |
| Adult Transition Program | 58                           |
| 9-12 Mod/Severe Programs | 41                           |
| Total                    | 3041                         |

Returning to in person instruction required all sites to put in place safety precautions and ensure all required public health directives were followed. School sites were successful in identifying the points of entry and exit, how the flow of student traffic was managed and by whom, restroom accessibility, and cleaning schedules for all spaces used. All school sites were issued common signage to post in our three main languages (English, Vietnamese, and Spanish). In addition, our district was successful in implementing a screening process as an added layer of safety for all staff. Any staff participating in in-person instruction conducted a symptom screening check each day using a web based application (Company Nurse). Staff who did not receive a pass rating after responding to the questions within the app were asked to remain at home and worked with our District representative on next steps. The District also developed an illness response protocol and a response process for when someone was diagnosed with COVID-19. The greatest challenge here was implementing the screening process through the app for students. We were not able to provide access to students so screening for students was done through parent verification confirming that the student had no symptoms.

As an added layer of safety and to comply with the required orders specific to protective equipment, we were able to secure a variety of items including but not limited to: Masks, face shields, disinfecting wipes, hand sanitizer, touchless thermometers, disposable gloves, no touch sanitizer and soap dispensers, tissues, cleaning and disinfecting supplies, and plexiglass barriers for use in office spaces and classrooms. Having all the PPE available made staff and students feel more comfortable with being on campus.

Another success in this area was our structured schedule and protocols for cleaning and disinfecting. When staff or students used campus areas, daily cleaning and sanitizing protocols were followed with an emphasis on high-traffic areas. Areas included: Full classroom misting with disinfectant, door handles, faucets, table tops & chairs, soap, paper towel and sanitizer dispensers, main offices, restrooms. Additionally, all HVAC units were serviced and MERV 13 filters were installed in all units.

As students and staff returned on site for in-person instruction, physical distancing protocols were in place. Classroom furniture was rearranged to ensure a 6 foot distance between students and distancing markers were purchased for all District facilities and were placed strategically to help remind staff and students of the need to keep 6 feet apart.

Our return to in-person instruction, intervention, and support has been a success as we have been able to keep our community safe while providing programmatic support to our students. The challenges faced have stemmed from parents, students, and staff not feeling 100% comfortable with returning to in-person instruction which makes it difficult for providing in-person support to some of our most at need students.

### Actions Related to the Distance Learning Program

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Supply kits for targeted students populations (Low-income, foster youth, English Learners) to engage fully in visual arts courses   | \$167,269            | \$167,269                     | Y            |
| Hot spots for students at need, foster youth, English Learners, and low-income, to access internet  | \$566,251            | \$750,000                     | Y            |
| Professional development offerings for staff: extra duty pay for certificated staff   | \$220,000            | \$683,513                     | Y            |
| Technology tools to support distance learning: EdPuzzle, Zoom, Adobe apps   | \$46,286             | \$46,286                      | N            |
| Technology for lab simulations for our Biology, Chemistry, and Physics courses  | \$138,103            | \$62,898                      | N            |
| Equipment such as musical instruments (guitars and keyboards) to ensure low-income students could access the full spectrum of course offerings such as guitar and piano                 | \$39,000             | \$41,235                      | Y            |
| Dance floor kits and equipment for dance teachers to provide full spectrum of curriculum to students enrolled in the class  | \$1171               | \$3458                        | N            |
| Physical Education e-licenses to support physical activity and instruction for targeted student populations   | \$55,833             | \$56,000                      | Y            |
| Instructional supplies such as compasses and rulers to support students in high need (Low-income, foster youth, English Learners) in the Mathematical Reasoning with Connections course | \$5894               | \$5894                        | Y            |
| E-licenses for Physics courses for students to access full spectrum of curriculum   | \$7085               | \$7085                        | N            |

|   |          |           |   |
|---|----------|-----------|---|
| E-licenses for Music Appreciation textbook for students to have access to the curriculum                                  | \$560    | \$560     | N |
| Mailings to ensure our most at need students received all relevant information  | \$2124   | \$3075    | Y |
| Technology equipment and supplies for teachers to use to enhance instruction for English Learners and low-income students | \$81,260 | \$125,255 | Y |

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.

All the actions listed as part of this area are on track for full implementation. The most significant difference in expenditures is in the areas of technology and professional development given we were learning about what was needed for distance learning as we navigated the school year.

### 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.

#### Continuity of Instruction:

During the 2020-2021 school year, ESUHSD offered the same curricular program as in previous years. Our students were enrolled in the core subjects as well as in a variety of elective courses, which includes courses such as Dance, Manufacturing, Work Experience, Band, Piano, Multimedia, PE Fitness, Drama, etc. Teachers adapted their curriculum and teaching methods to the distance learning environment, as well as utilized new technology and apps to provide an experience as close as possible to that of previous years. The role of the Subject Area Coordinators(SACs) was instrumental in ensuring the district teachers provided our students with an environment for learning and an instructional program aligned to state standards and district goals. The SACs ensured their department's teachers had online and hard copy textbooks and supplies for their students, apps for teaching their specific content online, professional development sessions, and, when needed, one to one social-emotional support.

Below is a summary of the successes and challenges related to our district's efforts to provide continuity of instruction and full access to a full curriculum during distance learning:

**English:** In preparation for the 2020-2021 school year, the English Curriculum Coordinator worked with a team of teachers to identify essential standards for the English courses. This helped the department chairs to focus the lesson planning at their sites on these standards, which, in turn, helped teachers collaborate better for student success at each grade level. English teachers adapted to the new virtual environment relatively quickly in part because of the tools available to them. The textbook company of the Junior Level textbook provided office hours to support teachers in using the online textbook resources in the DL environment. Zoom breakout groups allowed students to participate in small group discussions and to work collaboratively in projects and assignments. Our district purchased additional novels to reduce the number of novel transfers that happen each year. Although some teachers turned to

open source novels for student use, when needed, novels were transferred from one site to another seamlessly. However, to minimize the need for hard copy novels, our district provided Comm Lit to all our English teachers and students. CommonLit is a platform that houses over 2,000 free reading passages. The response from teachers to this platform was mixed, The adoption of Newsela, an online platform of non-fiction texts that allows teachers to find articles with appropriate reading levels for their students to supplement the content they are covering in class was a success not just because the Newsela is an online tool but because the teacher can track the improving reading level of the students, as well as the completion of the assignments within the platform. The teachers have found the platform accessible and useful.

**Science:** For the 2020-2021 school year, the biggest challenge facing Science teachers and students was how to conduct labs during distance learning. The Science SAC engaged groups of teachers in the decision of which online lab simulations would be better fit for the different Science courses offered, and, by November 2020, our district was able to provide subscriptions to Pivot Interactives, Labster, and Argument-Driven Inquiry Online Investigation. This spring teachers were surveyed about the usefulness, accessibility, alignment to NGSS standards, and engagement level of these resources. Overwhelmingly teachers found that Pivot Interactives was a much more useful resource for Physical Science courses. They determined that Argument Driven Inquiry Online would be a better resource during in-person learning. Teachers found that, although Labster was engaging and provided students with a “game-like” science experience, the accessibility issues on older Chromebooks made it difficult for Labster to be used as a recurring resource in the classroom. The Online Simulation survey also showed that teachers were more drawn to using Gizmos, HHMI BioInteractives as a resource during distance learning. Biology, Chemistry and Physics courses, as well as the Specialized Academic Instruction (SAI) Science courses used CK-12 as their online textbook. Subsequent PD opportunities were provided to all teachers to introduce the different lab simulations platforms and online textbook. This online library of resources was adopted as the permanent book of record in spring 2021. Teachers did note that although CK-12 is not a traditional textbook, they would like to reserve the opportunity to explore NGSS aligned textbooks in the coming year based on teacher demand and student need. For the Science courses whose adopted textbooks did not have an e-textbook, our district purchased Webassign e-licenses for teacher and student use. Part of the challenges as a whole was learning all the different platforms provided during distance learning, and this affected the overall use of the online lab resources. Beyond learning the platform, deciding which ones were appropriate for all students, teachers and students were challenged with additional online tools to learn like Zoom, Peardeck, Kami, etc.

**Social Studies:** We were able to provide access to our World History and US History textbooks via our virtual bookroom in ARMS, our information management system. After signing in to their individual accounts, teachers and students can easily access their Social Studies textbooks by clicking the bookroom tile. Our TCI Government and Economics textbooks already had an online component, accessible for both teachers and students, that allowed students to submit assignments electronically. Due to the social unrest, demonstrations and focus on the Black Lives Matter movement and race in this country, and in spite of the pandemic and virtual learning, our Social Studies Dept. created a committee to identify areas in the World and US curriculum that need more inclusive representation. The committee members, led by the Social Studies SAC, have worked together to supply primary source documents, sample lessons, and Unit plans that address our district’s commitment to build equitable communities by widening the lens through which we view and teach history in our Social Studies courses. Social Studies teachers across our district have access to a shared drive that helps supplement the current textbook with documents, assignments, and projects to further the understanding of our content.

**Performing Arts:** To address the needs of virtual learning, our district purchased applications that were to be used by teachers and students during synchronous and asynchronous learning. At the beginning of the school year, the teachers were concerned with the issues that can arise when rehearsing with students in an online format. Fortunately, most of the applications our district purchased either did exactly what they advertised and/or exceeded our expectations. This is one of the successes of virtual learning. In fact, there is interest to continue using some of the applications when we are back in person. A few of the applications did not help as much as we were hoping, but overall were still useful. The Performing Arts SAC worked with department chairs

to purchase and/or move existing equipment between the sites. This ensured that every student had access to the equipment/instruments required for their course. In addition, we purchased e-textbooks and made them available to the teachers who taught classes needing an online version.

**Visual Arts:** The biggest challenge for the visual arts teachers and students was the availability of supplies. The Visual Arts Subject Area Coordinator worked with the Visual Arts teachers to identify common art supplies that students would need for their class assignments. The supplies were ordered for the different visual arts at each school; however, we did not foresee the disruption in the supply chain caused by the COVID closures. This caused delays in shipments, as well as incomplete shipments. Some supplies that were ordered in October had not arrived at the school sites as of early May. The Visual Arts teachers compensated by changing their lesson plans and creating new projects that did not require some of the supplies the students normally have in the classroom, while others began incorporating online tools in their projects.

**Physical Education:** At the beginning of the school year, there was apprehension from some PE teachers about teaching physical education remotely. However, the PE teachers quickly adapted and learned to use many online teaching tools for distance learning. The online applications most used have been Zoom and Google classroom for instruction. Teachers learned to use Edpuzzle and Pear Deck for check-ins and for student demonstration of knowledge. Youtube became a great source for various activities, including SEL units such as meditation and yoga. Flipgrid was used for project-based assignments, and various free jog/walk apps were used to assess and improve students' fitness and stamina levels. In addition, PE Level 3 teachers were provided with online e-books for their courses. One of the biggest successes for PE teachers besides learning to teach PE remotely was the adoption of alternate means assessment for those students with slow wifi or interrupted internet access. Students were allowed to record themselves performing the day's activity and turning in the videos to the teachers via Google Classroom.

**World Languages:** For this school year, the plan for the World Languages SAC was to continue to provide curriculum and emotional support for all department teachers. The SAC planned monthly meetings for teachers to meet with language and level alike groups to discuss, reflect and review the curriculum as well as practice, share and receive feedback on their practices or challenges. From the beginning of the school year, the World Language teachers participated in monthly professional development workshops which were held during the school year to continue to enhance the knowledge acquired during the previous summer. These particular workshops additionally, allowed teachers to meet, connect and share best practices. This practice provided teachers with authentic and deliberate feedback on the do's and don'ts of the new and authentic distance learning challenges. One of the successes in World Languages instruction is that teachers also received an opportunity to work together by language level and target language to develop strategies to build and implement bell ringer tasks for the Social Emotional Learning (SEL) component of student learning. This allowed teachers the opportunity to share, develop and discuss tasks to help teachers address their students' intellectual and emotional needs.

**Math:** Prior to the pandemic, our Math 1-3 students and teachers already had access to the e-textbooks and online resources of the adopted Math program. The shift to virtual learning ensured district wide use of these resources. To support continuity of instruction in higher level Math courses, our district provided online e-textbooks for all the courses that did not already have them. In addition, math supplies like compasses and protractors were purchased for the students enrolled in courses that needed them. Although teachers and students were provide with graphic calculator online emulators to assist with demonstrations, our district purchased TI-84 graphing calculators for students enrolled in AP Calculus AB, AP Calculus BC, AP Statistics, and IB Mathematics courses so they could practice using the calculators before their respective end of year exams. Overall Math teachers adapted to distance learning well, whether it was using the online resources available to them or document cameras to demonstrate new concepts to students.

**ELD:** This school year, all students in the English Language Development (ELD) program had access to the online textbook during distance learning. In addition, the District provided each student a physical copy of the textbook. Newcomer students enrolled in ELD 1-3 had their own copy of two workbooks, so they could practice and further develop their skills on how to interact with the text, vocabulary building, reading comprehension, grammar and writing.

Students enrolled in ELD 4 students used the English 3D portfolio to accompany the textbook and practiced their skills in building concepts, analyzing and discussing text, presenting ideas, and writing. Students continued to develop their English skills in the four domains of language: speaking, listening, reading and writing. They progressed in the curriculum provided by ELD level. Through the monthly ELD chairperson meetings, teachers had the opportunity to share their ideas on the need to focus on depth vs. breadth due to the shortened instructional time during the pandemic. They refined the language production target through oral presentations and written texts for each ELD level in order to prepare their students for the next level. With the resources and support from the department and the encouragement from teachers, students in ELD courses are progressing and are generally engaged in learning.

**CTE:** The online certification courses have been very well received by our students. The majority of students indicated that they liked the modules offered by both Ford Motor Company and Honda Motors. While our construction technology programs are impacted by the inability of students to meet in person, the instructors were able to leverage the partnership with Stanford University and Evergreen Community College and San Jose City College to deliver the Virtual Design Construction modules. This partnership also gave the students the Building Information Modeling (BIM) dual enrollment credits as well as the CIFE certificate from Stanford University. Our Multimedia and Entertainment Arts pathways were impacted at the onset of school closure due the lack of more powerful computers at home to render some of the artwork and videos using the Adobe suite. The capacity of the chromebooks issued to the students who did not have a computer at home was limited when it came to using the programs in the cloud. However, at the beginning of the second semester, our district was able to secure sets of Apple Macbooks and PC Laptops for CTE students who needed them. Overall, our CTE teachers adapted well to the challenges of distance learning. The online modules were well implemented and should be used in the future to supplement our automotive program. The partnership with our higher education partners came into full bloom during this time, and there is definitely a strong need to continue to build on this success. As a result of the lessons learned this school year, there is interest among some of our CTE teachers to continue to provide some online/distance learning courses to give our students more access as well as flexibility in their learning. The teachers have suggested that, in the future, the district offer Distance Learning courses in areas where we lack credentialed teachers to teach AP courses, such as computer science.

**Counseling:** School Counselors have worked diligently this year to provide as much (if not more) services to our students this year by means of Video Conferencing platforms such as Zoom. With the use of these types of digital platforms we have noticed that we have been able to provide more presentations and workshops on a regular basis that the constraints for facilities did not impact. This has provided more opportunities for our students and their families to participate. The use of digital platforms has been very impactful and has helped counselors realize that we want to continue to use these platforms in the future to reach more students and families.

**Teacher Librarians:** The majority of Teacher Librarians (TLs) were limited in their ability to complete the original plan they created because they were tasked with doing academic outreach phone calls, providing in-person student supervision, preparing a school library for moving and renovation, and setting up a temporary library space. When available, TLs were able to work with classroom teachers on planning instruction and visit virtual classrooms for database instruction and research assistance. TLs used the LibGuide and LibChat services to provide assistance to students, including research help and readers' advisory. In addition, the open Teacher Librarian position for the 2020-2021 school year was never posted nor filled, thus two of the sites, Oak Grove and Santa Teresa, were without a Teacher Librarian for the majority of the 2020-2021 school year. Overall, only one of the items in the original was not completed.

**Lessons Learned:** In an effort to understand what our teachers and students experienced during distance learning and to support the continuity of instruction from 2019-2020 to 2020-2021, the district's Educational Services staff visited over 80 classrooms in the general education, specialized academic instruction and post senior settings. These visits informed conversations at the district level, determined professional development sessions, and opened a channel of communication directly with the classroom teacher. Based on these visits as well as input from administrators and teachers, we identified some preliminary lessons learned from this distance learning year:

-The use of technology enhances teaching and learning, including 1:1 Chromebooks for students and common district apps and programs.

- The importance of including Social-Emotional Learning (SEL) strategies into daily lesson plans regardless of subject area.
- The impact of district wide professional development sessions so that job alike staff can get to know each other and learn together.
- The benefits of having a districtwide bell schedule to support collaboration among schools and job-alike staff.
- The need for district priority standards, curriculum maps and common assessments in each of the subject areas.
- The possibilities of having an Advisory/Tutorial period to provide interventions and supports to students during the regular school day as well as present school wide lessons that support a positive school culture and address students' SEL needs.

Some of these lessons learned can be implemented for the 2021-2022 and will support our continuity of instruction from a distance learning year to in-person instruction. Others can be part of a larger conversation that will need to include the voice and participation of our bargaining units.

### **Access to Devices and Connectivity:**

Due to the COVID -19 Pandemic and the resulting County and State public health guidelines, East Side Union High School District moved to distance learning for all schools and students in March of 2020. One of our greatest successes was responding to the need to prepare students for remote access to instruction. To meet the need, we distributed Chromebooks to all students who needed a digital device. The district distributed 12,500 Chromebooks to students. Students in many areas within the district have unreliable wifi access and to address this need, the district distributed 6,700 wifi hotspots. In addition to providing hotspots, the district, in conjunction with the City of San Jose, provided community wireless access in 3 neighborhoods surrounding Yerba Buena High School, James Lick High School, and W.C.Overfelt High School.

Although we were able to provide access to devices and connectivity, some of our students still struggled with the bandwidth capacity to function fully in a remote setting. Families with multiple students accessing instruction remotely were challenged with stable internet given the drain caused by video conferencing. Addressing this challenge was difficult and as a result some of our students accessed their remote instruction without their camera on.

### **Pupil Participation and Progress:**

For the 2021-22 school year, we were able to track student attendance and participation using our existing Student Information System (SIS) Infinite Campus. Attendance was taken daily and participation was assessed on a weekly basis. Teachers used level of engagement during video conferencing, submission of assignments, and attendance to tutorial periods to note participation. Our district P2 average attendance rate was 96.11%.

During the synchronous block periods, teachers used formative assessments, daily tasks, projects, discussions, and other assignments to determine student progress and identify students needing additional support and intervention so that they can be assigned to the tutorial periods. The Subject Area Coordinators compiled a list of subject specific formative assessment tools and online apps for which they provided professional development. This list included EdPuzzle, Flipgrid, AP Classroom, Lab Simulations, Kahoot, Peardeck, Kami, Mentimeter, Remind, Seesaw, videos, journal entries, etc.

The most impactful challenge in this area was the limited interaction that surfaced as a result of students not turning their cameras on. Although teachers were very creative in how they engaged students, interacting with students whose cameras were off made it challenging to connect with students.

### **Distance Learning Professional Development:**

The constraints of distance learning that impacted in person instruction actually had an opposite effect on the professional development available and accessible to the district staff. Without the need to drive somewhere or travel, staff was able to participate in a multitude of professional development sessions offered all year long. This school year we partnered with outside organizations to support certificated and classified staff in ensuring continuity of instruction and in addressing the unique learning needs of some of our students, including the social emotional. Some of these organizations include:

-The Krause Institute of Innovation (Foothill Community College): English Learner (EL) Series!-This four workshop series taught participants on how 1) to use Math Language Routines for EL's 2) to use art, music, digital tools and picture books to expand ELL language skills, 3) to create phone friendly lesson plans for EL's in a distance learning environment, and 4) to engage newcomers in a virtual classroom.

-KQED: Teams of teachers participated in a series of workshops on 1) making video to build classroom community, 2) making real world connections through podcasting, 3) building a powerful digital classroom culture, and 4) helping students fight misinformation one click at a time.

-The Tech Academies Fellowship Program : A small group of teachers participated in either year 1 or year 2 of a two year fellowship to learn how to integrate mechanical or software engineering in their content area.

-West Ed: School teams from each of our comprehensive high schools made up of an administrator, teachers from ELD and Sheltered class as well as Specialized Academic Instruction teachers participated in a series of monthly training sessions on Quality Teaching for English Learners (QTEL).

-The Crescendo Ed Group: Teacher cohorts from five high schools participated in a quarter-long course around the book "Grading for Equity."

-Community Learning Solutions: School teams from each of our high schools participated in Trauma Informed Practices Training and volunteer participants received further training to become trainers.

Through the efforts of our district's Teacher on Special Assignment (TOSA) of Mindfulness and Social Emotional Learning, our certificated and classified staff had the opportunity to participate in multiple Dynamic Mindfulness workshops. Some of these sessions were short and offered a few days a week, others were offered during prep periods, after school, Saturdays and during school vacations. The purpose of these sessions was to support the physical, social and emotional well being during the pandemic.

The district's and bargaining unit's decision to implement one bell schedule for all the district's schools, allowed the SACs and other district leaders the opportunity to facilitate and provide district wide professional development one Wednesday per month from August through March from 10:15-11:45. Once in person instruction began on April 19th, the district wide professional development plan was put on hold to ensure all staff was available to work with students on Wednesdays.

Below is a summary from the district's Subject Area Coordinators on the monthly district professional development offered to their teachers:

**English:** This past school year, the English SAC offered and/or facilitated monthly workshops for English teachers. The most challenging training sessions were DOK3+Task training and the Accessing Rigorous Texts. The following training sessions were also offered, greatly appreciated and found useful by teachers: Pear Deck, Kami, Lucid Training, ERWC 3.0 Training, and Turnitin Feedback Studio. An ESUHSD Quick Guide to (Degrees of Reading Power (DRP) Score Interpretation was created and shared with ELA teachers and case managers. The guide assists in accessing the DRP scores online and beginning to interpret the data and use it for informing instruction, and providing interventions and support to students.

**Science:** Science teachers participated in monthly PD sessions wherein they received support, and training to use multiple online resources in an effort to increase student participation and engagement. Early in Fall 2020 teachers gained access to a premium Peardeck subscription. Subsequent training sessions



were provided to assist teachers with learning this new app to engage students in their daily lesson. In the fall, our Science Chairs Committee were presented with how to use the Gale Database by our SAC of Library Science, again to introduce this online resource. During October, all science teachers took part in a Best Practice sharing forum, which was repeated in smaller subject groups in November. Also in Winter 2020, science teachers had the opportunity to train with our vendors for online simulations and receive technical support with the different platforms available to them. PDs were held twice for each Laster, ADI, and Pivot Interactives. To support all teachers in our core science classes, CK-12 training sessions were provided to familiarize staff with the e-book and online library of resources. NGSS Biology Living Earth curriculum is in the process of being revised to reflect a better alignment to NGSS Phenomena Based Lessons and Activities. As of Spring 2021, 5 of the 6 units were complete. Units 1,2,3 will be reviewed in late Spring by Biology teachers, revisions and adjustments made in time for roll-out in late July and early August 2021. Units 4, 5,6 will be reviewed in Fall of 2021. At this time, plans to revisit NGSS Chemistry and NGSS Physics have not been discussed. At ESUHSD, we offer two Specialized Academic Instruction courses that we are working to align with our General Education Courses (Living Earth Essentials and Physical Science Essentials). Living Earth Essentials (LEE) teachers participated in a series of meetings throughout the school year. The purpose of these meetings were two-fold: align their current curriculum with the General Education Living Earth Biology course and identify the units and their subsequent content/skills for our SAI students. At the end of Winter 2021, SAI Living Earth Essentials teachers requested PD that would support their understanding of the content in order for them to be better able to write accommodations/modifications for their students. Physical Science Essential teachers have completed similar work but have decided that they would like to begin exploring the possibility of splitting the Physical Science course into two distinct courses (Physical Science Essential - Chemistry and Physical Science - Physics). In doing so, ESUHSD would be able to provide a third year science course to our SAI students. With regard to our pilot year of CK-12, NGSS Living Earth, NGG Chemistry, NGSS East Side Physics, Living Earth Essentials, and Physical Science Essentials teachers were trained to use the e-book, create their own flexbooks, and navigate CK-12's library of resources through multiple PD opportunities in the Fall of 2020. Finally, HHMI was revitalized in the Spring of 2021, after a long hiatus due to the pandemic, and teachers were able to participate in a Human Impacts Workshop to complete the series of workshops they had previously engaged in during Fall-Winter of 2019-2020. It is our intention to continue this collaboration in the Summer and Fall of 2021.

**Social Studies:** The SAC met with content area groups of teachers during PD sessions to discuss their needs and identify areas of concern and areas of needed support. These meetings were extremely helpful in determining the path necessary for teachers and students to have a successful year. Social Studies teachers were offered training in the following apps: Pear deck, Flipgrid, EdPUzzle, Jamboard, LucidPress, Newsela, Google Suite. Summer PD is being offered to finish our work in "Widening the Lens of History" and creating our priority standards and skills for our World and US History courses.

**Performing Arts:** The monthly District Performing Arts meetings were amazing. Teachers commented how helpful the sessions were in terms of sharing best practices to help them instruct in the Distance Learning Format. The sessions also allowed teachers to brainstorm and encourage each other. We had a few vendors come to assist us with the applications, however, the teachers with the most experience with a particular application worked with those who needed assistance.

**Visual Arts:** Visual Arts teachers used the monthly district PD time to discuss needed student supplies, how to adapt beloved projects to distance learning and how to use new apps and tech tools available to them. More experienced teachers volunteered to lead sessions to support their peers. It had been a long time since visual arts teachers had had the opportunity to meet with their colleagues from across the district. Having a common meeting time for PD was greatly appreciated.

**Physical Education:** Our Physical Education professional development consisted of presentations chosen by the PE teachers. Surveys were used to determine which online products the teachers wanted and needed district wide to support online teaching and learning. We had different sessions each month focusing on the various tools, as well as a few "Best practices" sessions which the teachers said they found the most helpful.

**World Languages:** At the beginning of the school year, World Language teachers were provided with an extensive survey inquiring about their technology and language scale proficiency base level. Based on that survey and departmental discussions, a plan was developed to provide teachers various opportunities to meet and discuss curricular topics as well as pedagogical challenges. Teachers were given the opportunity to choose between meeting with the same level and same target language teachers to discuss common curricular topics or to learn about new strategies. They also had the opportunity to join other curricular groups to learn about distance learning resources, platforms and interactive activities for better student engagement. Teachers covered a variety of topics from, reaching common topic agreements, common grammatical structures, to navigating through the new digital platform for the piloted textbooks. At this point and time World language teachers have been exposed, introduced and trained in all of the following technology platforms and programs to allow them to have a choice in the technology they use to help them engage their students during distance learning: Google Classroom, Zoom, Schoology, Poll everywhere, Socrative, Zoom poll and chat, Flipgrid, EdPuzzle, Jamboard, Newsela, Google Suite, Kami, Myap, Tamas Supersite, Wayside Digital Platform, PearDeck, GoFormative, Nearpod, Mentimeter, Duolingo, Kahoot. The monthly workshops helped to build a collaborative and interactive community of World Language teachers who work together to survive, surpass and appropriately deal with unexpected interruptions in student learning. Teachers lead multiple mini workshops within their expertise for their colleagues in which they implemented, learned and practiced working with platforms like Google Classroom, Zoom, Pear Deck, Goformative, NearPod, Edpuzzle, Flipgrid, Socrative, and many others. Some of the mini workshops focused on learning strategies, like brain breaks, bell ringers, level checks, picture charts, and other interactive activities. Teachers piloting textbooks were also able to train on the piloted digital platform and share and discuss the pros and cons of the new textbook and its access. Our American Sign Language teachers, Vietnamese teachers and Chinese teachers who normally do not have an opportunity to meet were able to work together and with other teachers to collaborate and update lessons after receiving constructive feedback.

**Math:** The district hired a Subject Area Coordinator for Math that started in October. Since October, workshops and professional development sessions included opportunities for mathematics teachers to connect, share strategies and practices to best connect and engage students while in distance learning, receiving training on new technologies, and remaining current on trends in mathematics education. The monthly professional development sessions coordinated by the Math Subject Area Coordinator included sessions for teachers to identify major and minor standards to focus on for each course, teachers to learn about the Mathematical Reasoning With Connection (MRWC) training opportunities, support for the Advanced Placement teachers in regards to the digital administration of the exam. Math teachers also were able to attend technology professional development for Pear Deck, LucidPress, and Ed Puzzle. In the Fall, teachers revisited past district course guidelines for major and minor standards for Integrated Math 1, 2, and 3 courses. Beginning in April, a team of 13 teachers began working with the Silicon Valley Mathematics Initiative to update curriculum maps for the integrated courses that align to the 2021 California Mathematics Framework revisions. The teachers of MRWC across the district collaborated and designed a common fall final assessment for the course. The authors of the MRWC provided the teachers with digital access to the electronic versions of the TARSIA games that are central to the MRWC curriculum. The teachers continued their collaboration through the Spring semester to define common expectations for a second semester end of course assessment. The Specialized Academic Instruction (SAI) teachers for Math 1 Essentials and Math 2 Essentials continued to receive support from our district's outside consultant. As the new Math Subject Area Coordinator began working and collaborating with this group of teachers, a request for more math content focused professional development was expressed. The Math Essentials courses use the same textbook and curriculum resources as the general education Integrated Math 1 and Math 2 courses. PDs will continue to work on adapting the curriculum to be more accessible to the students. SAI teachers of the Basic Math courses need support to align curriculum expectations

**ELD:** The district-wide ELD training on curriculum, assessment and technology was well attended with positive feedback from teachers. Teachers had the opportunity to enhance their skills prior to the opening of the Fall 2020 semester to prepare students for distance learning. A group of English learner (EL) classroom teachers also participated in the Comprehensive Center and California Teachers Association sponsored workshops on how to meet the needs of

ELs' language development. During the academic year of 2020-21, the District collaborated with West Ed to provide training for 84 ELD and Specially Designed Academic Instruction in English (SDAIE)/sheltered English, Math, Social Science, and Special Education teachers on integrated ELD instructional strategies. Participants had the opportunity to learn the following strategies that can be applied for all grades and all English language proficiency levels: 1) Constructing opportunities for students to interact and build knowledge together, 2) How to scaffold lessons in the content areas and support students to go beyond what they can do on their own, and 3) How to plan and structure lessons and tasks for ELs at all English proficiency levels, How to design and structure lessons that support students step by step as they engage in rigorous, grade-level work. These integrated ELD instructional strategies help teachers to plan lessons that are rigorous and supportive of all ELs at different proficiency levels. To support the implementation of these strategies, one administrator from each comprehensive high school attended the training sessions along with their site teacher teams. Content teachers found that the training was informative and resourceful. Through their monthly assignments, they applied the strategies in their classroom and reflected on how to improve their lessons.

**CTE:** Dividing our 22 pathways into sectors was the best idea given the different needs of our individual pathway. Our district's career pathways are now divided into Business and Finance, Computer Science, Health and Human Services, Industrial Technologies, and Multimedia Arts and Entertainment. Each Sector has a lead and each is responsible for planning and implementing professional development for the sector. This model allows for our teachers to share best practices and resources that otherwise would be lost in the crowd of multiple/different pathways. This model is also a lot easier to disseminate and implement districtwide initiatives such as our MTSS work. In smaller teams, our teachers are able to work on these in the context and unique structure of their pathways. CTE is reliant on having students and teachers in the physical classroom. Therefore, our professional development during distance learning was limited to practices to use during distance learning. In the future, our teachers have expressed the desire to hold these professional development sessions in each other's lab on a rotating basis as well as have sector focused PD from our vendors and other professionals in their field.

**Counseling:** The district wide PD for School Counselors focused on learning about the American School Counselor Association (ASCA) model and Multi-Tiered Systems of Support (MTSS). We learned that we have a lot of work to align our practices and common assurances so they become the foundation of the School Counselors work in our district. The counselors found the learning and the future work exciting. The Wednesday PD sessions gave the counselors opportunities to meet with their colleagues from other schools and have rich conversations around the role of the counselor. We do, however, have a lot of work to do to set the foundation before we can nail down these common assurances but we are well on our way to making considerable progress in aligning.

**Teacher Librarians:** We completed everything in the plan except for running the GALE training for staff. Though professional development time was allocated by the district, the teacher library team lacked sufficient staffing to support a district-wide roll out of GALE instruction due to the requirements for some team members to facilitate in person supervision. The Teacher Librarians attended the virtual YALSA symposium and CSLA conference. The SAC visited the SCC meeting to instruct on the use of the GALE Science interactive simulations. Afterward, some Tls were able to visit site Science Department meetings to instruct on GALE and the interactive simulations. In addition, the open Teacher Librarian position for the 2020-2021 school year was never posted nor filled, thus two of the sites, Oak Grove and Santa Teresa, were without a Teacher Librarian for the majority of the 2020-2021 school year.

Overall, a total of 148 sessions were offered to district staff during this monthly Wednesday district wide professional development. In total, our district offered 312 different professional development sessions from August 12, 2020 to May 6, 2021.

#### **Staff Roles and Responsibilities:**

We were successful in shifting the roles of staff (advisors, campus monitors, librarians, and athletic directors) whose responsibilities were very dependent on students being physically present on our campuses. The staff in these roles provided on campus supervision for students in need of a quiet space and

access to the internet. In addition, they identified the students who were absent and/or had not participated and conducted phone calls to assess the situation and provide assistance as needed.

Our Child Nutrition Service (CNS) workers continued to provide meals for our students but in a slightly different setting. We established a grab and go meal distribution where CNS workers set up meals in an open space for car and walk-up access.

The biggest challenge in this area surfaced with being able to follow up with students who were not responsive through phone calls. The staff available to conduct home visits was limited given the constraints and restrictions as per public health guidelines.

### **Supports for Pupils with Unique Needs:**

Our schedule included three tutorial periods for students to receive additional support, counseling, and other services as needed. We were able to provide access for onsite space and WIFI access to our most at need students such as our foster youth and McKinney-Vento students. In addition, we completed outreach calls to every McKinney Vento, Foster Youth and Justice Engaged Youth between June and August 2020. Based on the outreach calls we were able to identify additional supports and provide resources to students and families including: bus passes and tokens, backpacks and school supplies and clothing. We were also able to stay in touch with the families throughout the year to assess their needs and provide assistance including referrals to our partner agencies and provision of supplies.

Additionally, our Justice Engaged Youth received monthly contact from our Justice Engaged Social Worker who provided case management and connected families with services as needed. We were also able to secure on-demand academic tutoring services for our McKinney, Justice Engaged and Foster Youth through an online provider.

Students with disabilities were provided with a full continuum of support and services based upon their last agreed IEPs. Assessments for Initial and Triennial IEP reviews took place through multiple alternative methodologies as long as in-person assessment continued to be prohibited. Once we were able to conduct assessments in-person, we were able to serve students as needed. Additionally, the Subject Area Coordinators for Math, English and Science focused some of their work in supporting the teachers of the Specialized Academic Courses in their respective subject areas by providing them content specific professional development, meeting with them regularly and ensuring they had access to the resources and tools available to general education teachers. In Science, for example, to support the needs of students with disabilities, teachers and their students with special needs were offered an abridged print version of the CK-12 e-book in addition to the etextbook available to general education students. This was provided on a need/request basis for Biology, Chemistry, and Physics.

The ELD department continued to provide instruction to ensure English learners (ELs) in the program had access to a full curriculum. Using the California ELD standards as a guide, teachers continued to follow the curriculum to teach the units that needed to be covered by ELD levels during each semester. All teachers were given access to the online standards-based textbooks and resources. The District provided videos and written instructions in English, Spanish, and Vietnamese to help students access the platforms their teachers were using in distance learning. Due to technology and language barriers, each student was able to check out a physical textbook and two workbooks. Students developed their speaking, listening, reading, and writing skills during synchronous sessions with their teachers. We have also provided subscriptions to Rosetta Stone to our ELD students so they could continue to practice their speaking and listening skills at home. Although there was continuity of instruction for our EL students, they struggled with feeling connected with teachers and other students which limited their growth.

The challenges we faced in this area, as with the other areas, were availability of staff to provide in-person services, limited connection with families in-person, and the personalization that comes with being to interact “face to face.” We also struggled to connect with some of our most vulnerable students as

phones would no longer be in service when called and some of our families moved out of the area given the high cost of living in San Jose. Another challenge faced was the increase in failed courses for the 1st semester. Teachers reported students were not completing all the assignments and students reported there was an overload of work being assigned making it difficult for them to keep up. This disconnect has created challenges that will need to be addressed as we prepare for summer school and the new school year.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

| Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Access to online resources such Khan Academy for use by our most-at-need students at risk of experiencing learning loss                   | \$115,000            | \$115,000                     | Y            |
| Online virtual tutoring services for our most-at-need students including our foster youth, English Learners, and low-income students      | \$ 95,201            | \$ 95,201                     | Y            |
| Online version of the Degrees of Reading Power (DRP)  | \$27,714             | \$27,714                      | N            |
| MTSS coaching work at sites to address building of common assurances within the three tiers to support student learning and interventions | \$150,000            | \$150,000                     | N            |

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.

All the actions listed as part of this area are on track for full implementation. Students were successful in accessing the online tools and we were able to continue with our work to implement MTSS.

### 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.

As a high school only school district, one of the primary indicators of learning loss is failed grades which result in loss of credits toward graduation and college eligibility. Summer school was offered as a means to support students who struggled as a result of our school closures and to ensure students who

failed courses during the 2019-2020 school year would be able to recover those credits lost as well as fill in learning gaps that may have occurred as a result of the school closures in March. We offered a summer school program at each of our comprehensive schools and at our continuation sites for the summer of 2020. We also offered an extended school year to our students with disabilities. We offered courses in Math, Science, English, and Social Studies through a distance learning setting within a synchronous and asynchronous schedule where students received live instruction via video conferencing platform everyday for the duration of summer school. We also offered online courses through our online course platform, Cyber High, for students in need of credit recovery.

For the 2020-21 school year, we monitored pupils' progress in earning credit toward graduation and UC/CSU A-G Course completion, specifically in core subject areas. Grades were monitored every 6 weeks to ensure students were on track to earning credit at the end of each semester. We utilized our existing warning system to target students who earned D's and/or F's in core subjects for intervention and instructional support. We also implemented an online reading assessment, Degrees of Reading Power (DRP), to determine a student's reading level so that teachers were able to address students' reading gaps by scaffolding and providing chunked reading text as needed. Teachers used formative assessments to determine the areas of growth needed for students and adjust their instruction. Students identified as needing additional support were assigned to report to tutorial by their teacher so they are able to receive interventions.

Additionally, we provided on-demand web based tutoring services to our most-at-need students. We partnered with Princeton Review to use their tutoring services through tutor.com and we also secured tutoring services for our students in our continuation schools through Paper.com. These services allowed students to access live tutoring support 24 hours a day 7 days a week. Students were able to submit written assignments for feedback, pose questions, and make appointments to connect with a live tutor. The usage data informed us that we needed to improve our outreach and communication to our students and families about the available resource.

To address learning loss of our most-at-need students and in particular, our English Learners, low-income, homeless, and foster youth

The biggest challenge we faced was the limited amount of in-person support and intervention provided to our most-at-need students. Given the pandemic, there was still hesitation and discomfort from students, parents, and staff with coming to schools in person.

For this summer (2021), we will offer an expanded summer school including learning loss recovery sessions to address students' learning gaps and provide an opportunity for students to recover a D or F grade from the first and/or second semester. Newcomer ELD students will have the opportunity to attend a summer school enrichment program to advance to the next level of English for next school year. They will also be able to retake an ELD class if they need to recuperate the credits from this school year.

Our district recognizes that the impact of COVID-19 on learning will be felt beyond this school year. To address specific content loss and prepare for the 2021-2022 school year, the Subject Area Coordinators have incorporated this conversation into their staff development workshops and sharing of best practices. Work to identify priority standards will be done this summer so that teachers are able to assess student learning and determine appropriate instruction and interventions.

## **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.

As a district we recognize that this pandemic caused a tremendous impact on our communities' mental health and social-emotional well-being. Our teachers and students remained resilient during the school year as was evidenced by the continuity of instruction and high attendance rate.

As a means to support our staff, we provided opportunities to engage in mindfulness and self-care activities. Our Teacher on Special Assignment (TOSA) worked on embedding Mindfulness and Social and Emotional Learning into our daily practice districtwide by adapting her full day sessions to the virtual environment. She provided shorter sessions during teachers' preparation periods and during our Wednesday 1.5 hr PD sessions.

To respond to the mental health and social and emotional well-being needs of our students we used a Multi-tiered System of Support which included prevention, targeted group supports & one-to-one support. At the Tier 1 level, social workers at each site provided weekly psychoeducation using social media, schoolloop, email and other tools. Psychoeducation contained information about the available mental health, social and emotional resources available to them through their school site while on distance learning. In addition, social workers and community based partners provided psychoeducation on topics including: anxiety, stress, grief, loss and other common areas of concern that have surfaced as a result of the coronavirus pandemic. At Tier 2, social workers in collaboration with our community-based organizations provided small groups at their various school sites. Small groups were offered through virtual telehealth sessions using Zoom and other videoconferencing technology. The small groups were identified using the referral data, which indicated the reasons requests were being made for students. At the Tier 3, individualized supports were identified and offered to students based on an intake assessment with students. Our Tier 3 services included individualized counseling, case management, and referral to community resources for services as it relates to mental health, substance usage, teen parenting, gang-impacted youth, academic support and health screenings.

One of our greatest successes was a new partnership we established with Care Solace. Care Solace provides a Care Concierge team of experts to quickly and confidentially find appropriate, available mental health providers in the community. Care Solace also equips school districts with a customized, online tool that makes it easier to connect with community-based mental health care, both in-person and remote.

Challenges in this area included the lack of personalization that comes with providing mental health support virtually, parent and student outreach done digitally, and limited availability of staff to provide in-person support.

## **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.

Our outreach efforts consisted of a Tiered approach as outlined in the chart below:

| Tier  | Notices   | Outreach   | Interventions  |
|---|---|--|--|
| <b>Tier 1</b>   | -Infinite Campus (SIS) automated calls to households where a student has been marked absent<br>-Text, email after one absence | -1-3 class period absences teacher conducts outreach   | -Teachers provide support<br>-Referral to our Parent Community Involvement Specialist (PCIS), Academic Counselor, Social Worker                |
| Associate Principal pulls reports from our SIS and other data source to assign students with 1+ days of absence to Tier 2 caseloads |   |  |  |
| <b>Tier 2</b>   | -3 day absence email<br>-5 day absence email<br>-Infinite Campus (SIS) automated calls  | -1-5 days of absences<br>-Advisor, PCIS, campus monitor outreach<br>-RaaWee call parent trigger 1 & 4 days               | -Referral to academic counselor or social worker<br>-Referral to CBO using resource guide<br>-Access to all supports from previous tier        |
| Automated by RaaWee (attendance data system) – Notes at this Tier kept in RaaWee or our SIS Infinite Campus                         |   |  |  |
| <b>Tier 3</b>   | - 7 day email and postal mail<br>- 13 day email & home drop off<br>- Infinite Campus (SIS) Calls                              | -5 - 10 days of absences (site outreach team)<br>-RaaWee call parent trigger 7 & 10 days                                 | Student Services Staff:<br>- Virtual SARB (7 days)<br>- Contact PO, DCFS, CBOs working w/ families<br>- Access to supports from previous tiers |
| Community Specialist to Notify County DA Office – Notes at this Tier kept in RaaWee or out SIS Infinite Campus                      |   |  |  |
| <b>County</b>   | -15 day email and postal mail   | -Ongoing District Outreach<br>Student Services Staff:<br>-3 days consecutively missed home letter drop off or phone call | - Virtual JAID Meetings (9th grade unexcused focus)<br>- Care Court (TBD - Unexcused Focus)<br>- Access to supports from previous tiers        |

Specifically, we were able to identify students who were disengaged and not attending their distance learning sessions using attendance reporting and teacher referrals for outreach. Through our tiered re-engagement approach we saw reductions in the district’s overall chronic absenteeism rates for many of our student groups. We were able to identify students who needed additional resources including internet, laptops, resources for basic needs, access to tutoring and other supports. Our team conducted several home visits and dropped off supplies and materials as needed. Though we were able to improve to decrease our chronic absenteeism this positive growth was not reflected in the data related to our Foster Youth and McKinney Vento students whose attendance was consistent with rates prior to the pandemic. We found that phone outreach, email outreach and in many cases home visits were not effective for these students.

We also conducted a districtwide survey in which we asked families how the pandemic has impacted them and what were the areas of support and need. Based on the survey data we launched a district wide family engagement events series in which we partnered with community based organization to provide workshops and information about how to access resources in the identified areas:

Session 1: Webinar: Daybreak Mental Health: Technology, Social Media & Isolation

Session 2: Community Resource Fair (Alum Rock Counseling Center, Family Children Services, Asian Americans for Community Involvement, Bay Area Community Health

Session 3: Bill Wilson Center: Managing Stress and Building Resilience During a Pandemic Crisis

Session 4: Community Resource Fair (Catholic Charities, Sacred Hearth & Second Harvest Food Bank)



## Analysis of School Nutrition

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

Our school nutrition program for the 2020-21 school year has been a great success. From the onset of our school closures in March 2020, our Child Nutrition Service Providers have worked to continue to provide meals for students and families by setting up drive through and walk up service points at each of our schools Monday through Friday from 11:45am - 12:50pm. Our team was also successful in providing meals during holiday breaks and summer of 2020. As of March 2021, we have served over one million meals to our community.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section   | Description   | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|----------------------|-------------------------------|--------------|
| Mental Health and Social and Emotional Well being | Athena online platform for use by social workers to maintain confidential records of students they are servicing with focus on foster youth, homeless youth, and justice engaged youth.                       | \$60,000             | \$60,000                      | Y            |
| Mental Health and Social and Emotional Well being | Provide stipends to social worker interns as a means to recruit more interns to provide services to our most-at-need students (Foster youth, low-income, students with exceptional needs)                     | \$65,000             | \$26,000                      | Y            |
| Access to devices and connectivity                | Information technology staff overtime to ensure devices were set up and equipment was tagged and ready for distribution for our most-at-need student populations (low-income, foster youth, English Learners) | \$11,079             | \$11,079                      | Y            |

|                  |   |          |           |   |
|------------------|---|----------|-----------|---|
| School Nutrition | As we continued to provide meals for our low-income students and the community at large, our Child Nutrition staff was at the frontlines and received a daily stipend of \$25 | \$94,516 | \$292,560 | Y |
|------------------|---|----------|-----------|---|

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.

All the actions listed as part of this area are on track for full implementation. The most significant difference in expenditures is in the area of school nutrition given we served over 1 million meals to our students including during school holidays.

## 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.

In an effort to understand what our teachers and students experienced during distance learning and to support the continuity of instruction from 2019-2020 to 2020-2021, the district’s Educational Services staff visited over 80 classrooms in the general education, specialized academic instruction and post senior settings. These visits informed conversations at the district level, determined professional development sessions, and opened a channel of communication directly with the classroom teacher. Based on these visits as well as input from administrators and teachers, we identified some preliminary lessons learned from this distance learning year:

- The use of technology enhances teaching and learning, including 1:1 Chromebooks for students and common district apps and programs.
- The importance of including Social-Emotional Learning (SEL) strategies into daily lesson plans regardless of subject area.
- The impact of district wide professional development sessions so that job alike staff can get to know each other and learn together.
- The benefits of having a districtwide bell schedule to support collaboration among schools and job-alike staff.
- The need for district priority standards, curriculum maps and common assessments in each of the subject areas.
- The possibilities of having an Advisory/Tutorial period to provide interventions and supports to students during the regular school day as well as present school wide lessons that support a positive school culture and address students’ SEL needs.
- The importance of communicating with our various stakeholders

These lessons learned have informed the development of our goals and actions in our LCAP. As a result of the reflection, it is evident that the three key areas to empathize within the LCAP are **Academic Support and Interventions, Social-Emotional, Behavioral, and Mental Health Support, and Outreach, Communication, and Engagement.**

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

Our district recognizes that the impact of COVID-19 on learning will be felt beyond this school year. To address specific content loss and prepare for the 2021-2022 school year, the Subject Area Coordinators have incorporated this conversation into their staff development workshops and sharing of best practices. Work to identify priority standards will be done this summer so that teachers are able to assess student learning and determine appropriate instruction and interventions. Additionally, we will provide credit recovery options including expanded summer school courses, learning recovery mini-sessions, academic counseling to determine coursework needs and interventions, and professional development specific to meeting the instructional needs of our English Learners and Students with Disabilities.

The increased number of students receiving F's at the first semester of this school year, clearly demonstrates the need to provide the services listed above. In particular, targeting our Foster Youth, English Learners, and Low-income students as these students continue to perform at lower rates when compared to other students. As we work to develop our LCAP for 2021-24, we will focus on providing services to our target population of students to assess and address learning loss. Specifically, we plan to provide academic counseling, professional development and coaching support for staff on the implementation of MTSS, tools for academic progress monitoring and data analysis, credit recovery and acceleration options, coordination of learning options, and online tutoring support.

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.

All the actions listed as contributing toward meeting the increased or improved services requirement are on track for full implementation.

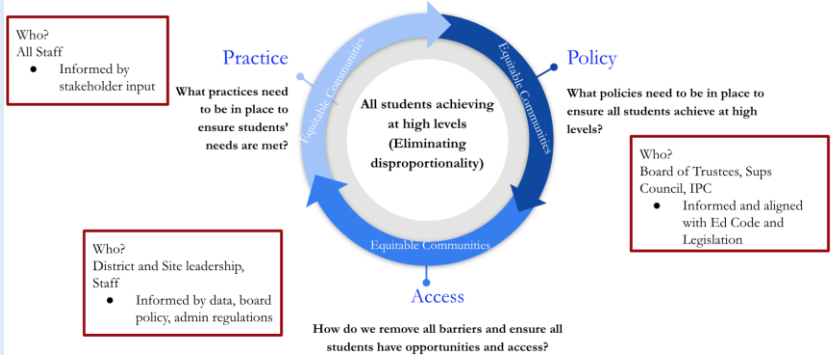
## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

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.

When you look at our key performance indicators in the 2019-2020 LCAP and the local indicators within the Learning Continuity and Attendance Plan such as attendance rate and 1st semester grades for this school year, it is clear that as a district we have work to do. Specifically, we need to improve outcomes for our Hispanic/Latinx, African-American students, English Learner, Foster Youth, Students with Disabilities, and Low-Income students. These various target subgroups demonstrate outcomes that are disproportionate to the outcomes of other student groups. Because of the significantly lower academic performance and behavior outcomes, and the lower level of engagement of the families of low-income students, Foster Youth, and English Learners, the development of the 21-24 LCAP will contain goals and actions intended to address the academic, social-emotional, behavioral, and wellness needs of our students, as well as the need to improve outreach, communication, and engagement of our families.

Additionally, we have learned that for the new LCAP to truly be a driver for systemic change, it needs to be grounded in equity and take a system's response approach anchored in the areas of policy, access, and practice as described in the graphic below.

## System Responses: Policy, Access, Practice



So as we work to respond as a system, we know that equity is the ultimate driver to eliminating disparities in student achievement and overall success. And as a district we are committed to, through the LCAP, adhere to our Equity Board Policy where:

- Every student receives what he or she needs** to thrive socially, emotionally, and academically
- We remove the predictability of success or failure based on social, racial, cultural, or economic factors; eliminating the opportunity and achievement gaps
- We interrupt inequitable practices and biases thus **creating inclusive and just conditions in our schools**