# LCFF Budget Overview for Parents

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

CDS Code: 43694270000000
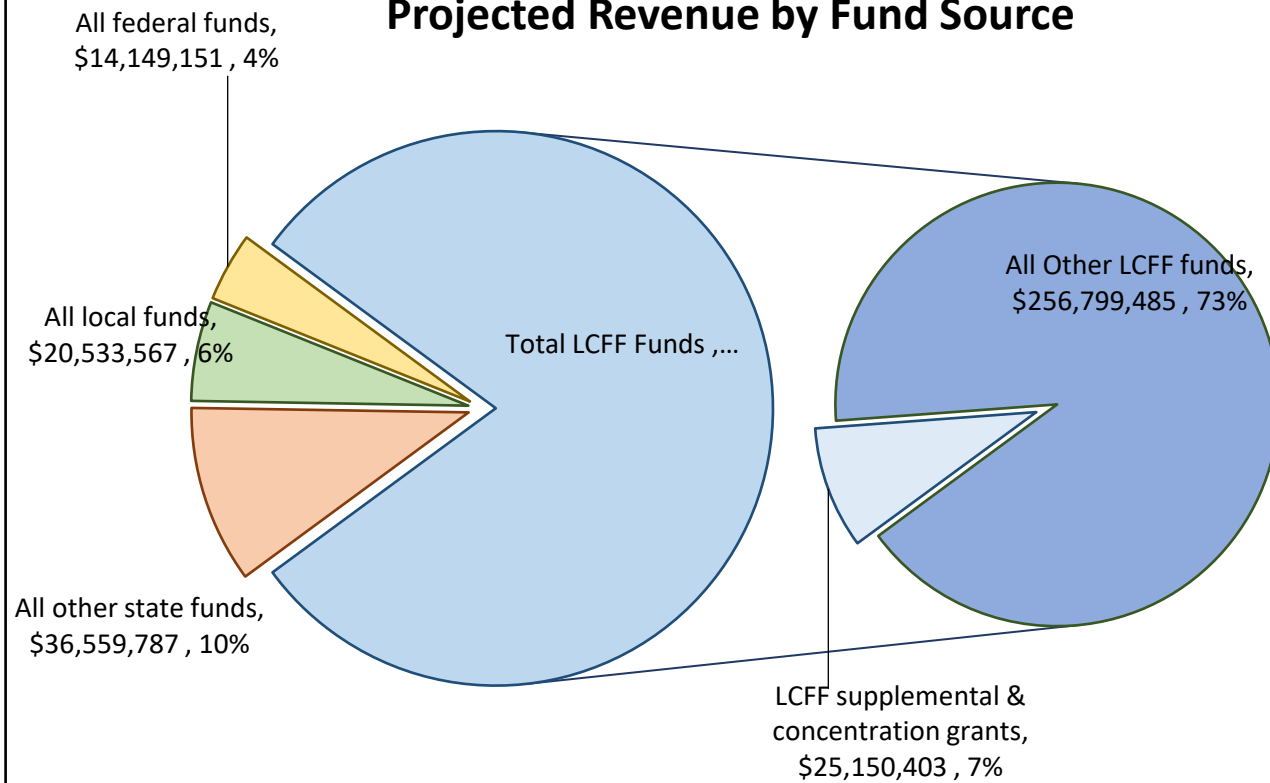
School Year: 2024/25

LEA contact information: Teresa Marquez    408-347-5170    marquezt@esuhsd.org

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

## Budget Overview for the 2024/25 School Year

### Projected Revenue by Fund Source

All federal funds, $14,149,151 , 4%

All local funds, $20,533,567 , 6%

All other state funds, $36,559,787 , 10%

Total LCFF Funds ,...

All Other LCFF funds, $256,799,485 , 73%

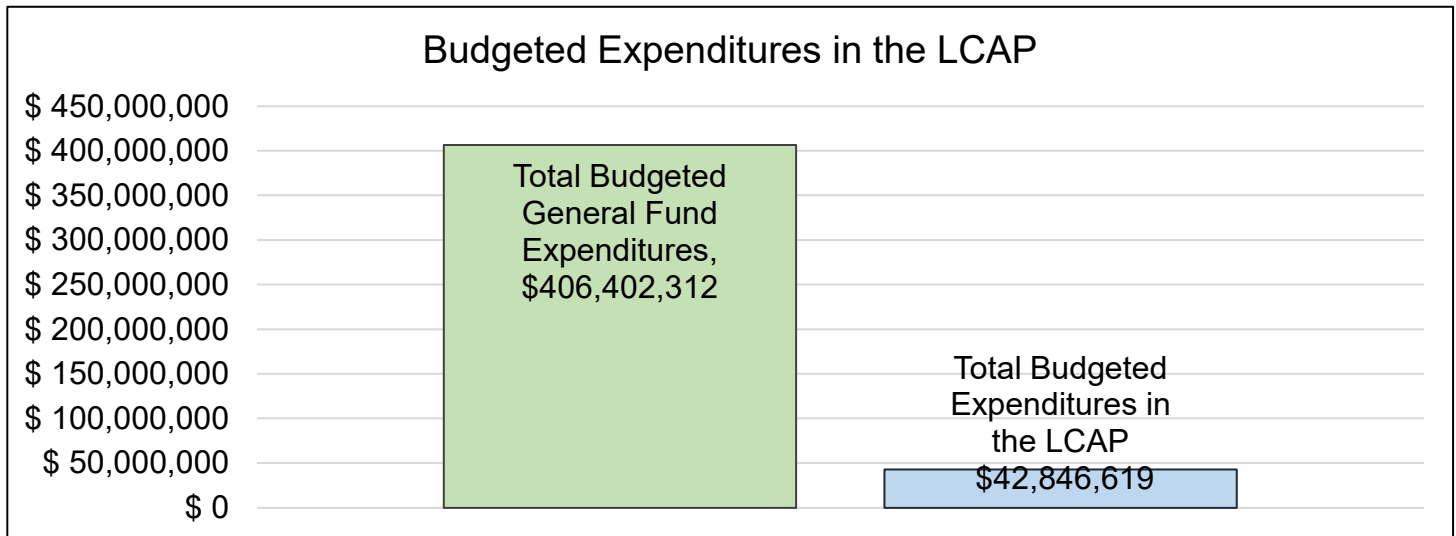LCFF supplemental & concentration grants, $25,150,403 , 7%

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

The text description for the above chart is as follows: The total revenue projected for East Side Union High School District is $353,192,393.00, of which $281,949,888.00 is Local Control Funding Formula (LCFF), $36,559,787.00 is other state funds, $20,533,567.00 is local funds, and $14,149,151.00 is federal funds. Of the $281,949,888.00 in LCFF Funds, $25,150,403.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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

## Budgeted Expenditures in the LCAP

| | |
|---|---|
| $ 450,000,000 | |
| $ 400,000,000 | |
| $ 350,000,000 | |
| $ 300,000,000 | |
| $ 250,000,000 | Total Budgeted General Fund Expenditures, $406,402,312 |
| $ 200,000,000 | |
| $ 150,000,000 | Total Budgeted Expenditures in the LCAP |
| $ 100,000,000 | |
| $ 50,000,000 | $42,846,619 |
| $ 0 | |

This chart provides a quick summary of how much East Side Union High School District plans to spend for 2024/25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: East Side Union High School District plans to spend $406,402,312.00 for the 2024/25 school year. Of that amount, $42,846,619.00 is tied to actions/services in the LCAP and $363,555,693.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
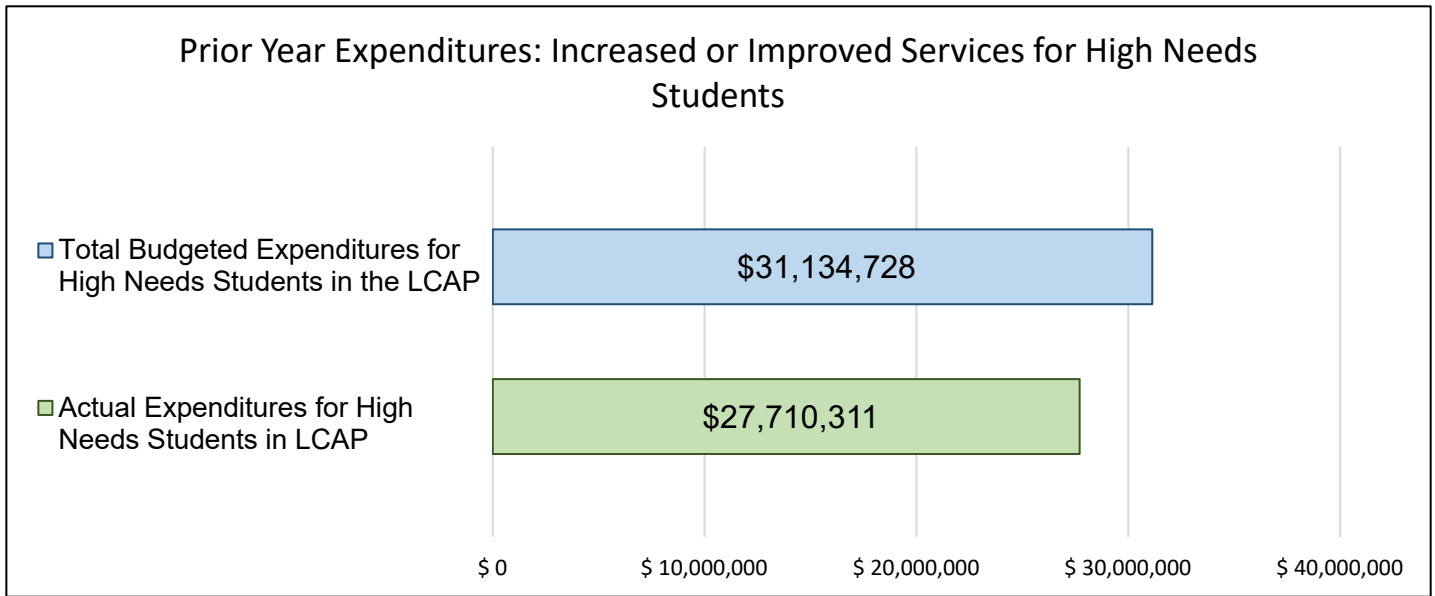
The LCAP was created through the lens of services principally directed toward improved and increased services for Foster Youth, English Learners, and Low-income students.The LCAP excludes the following general fund expenditures: teacher, classified, and administrative salaries and benefits that are not directly attached to a listed goal and action, and facilities and maintenance expenses. It is important to note that  these expenses are still key in providing services to all students including FY, EL, and low-income students.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024/25 School Year

In 2024/25, East Side Union High School District is projecting it will receive $25,150,403.00 based on the enrollment of foster youth, English learner, and low-income students. East Side Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. East Side Union High School District plans to spend $28,207,766.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023/24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $31,134,728

☐ Actual Expenditures for High Needs Students in LCAP — $27,710,311

| $ 0 | $ 10,000,000 | $ 20,000,000 | $ 30,000,000 | $ 40,000,000 |

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

The text description of the above chart is as follows: In 2023/24, East Side Union High School District's LCAP budgeted $31,134,728.00 for planned actions to increase or improve services for high needs students. East Side Union High School District actually spent $27,710,311.00 for actions to increase or improve services for high needs students in 2023/24. The difference between the budgeted and actual expenditures of $3,424,417.00 had the following impact on East Side Union High School District's ability to increase or improve services for high needs students:

The budgeted expenditures contained within the plan were based on calculations of an average salary and benefits cost for personnel. There were also a few staffing vacancies we were unable to fill due to limited candidates. Additionally, the contracts were also based on initial quotes for the scope of work described which changed in some cases given the actual work to be perfromed. The difference did not adversely impact the services provided to our high needs students.

# 2023–24 Local Control and Accountability Plan Annual Update

## East Side Union High School District

**The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.**

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| East Side Union High School District | Teresa Marquez-Associate Superintendent | marquezt@esuhsd.org 408-347-5170 |

## *Goals and Actions*

## Goal 1: College and Career Readiness

| | |
|---|---|
| **Goal #1** | **Provide high quality instruction, learning opportunities, as well as academic and social-emotional guidance and support through Multi-Tiered System of Support (MTSS) to prepare every student to graduate ready for college and career.** (State Priorities addressed: Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 7 Course Access) |
| Description | As a district we will continue to work on implementing Multi-Tiered Systems of Support (MTSS) as our system response for eliminating disproportionality and attaining high achievement for all students. MTSS embraces the whole child approach and is a comprehensive **framework** that focuses on: <br><br> • Instruction, Behavior, and Wellness (Whole Child) <br> • Differentiated student-centered learning <br> • Individualized student needs <br> • The alignment of systems necessary for all students to achieve academic, behavioral and social success |

An explanation of why the LEA has developed this goal.

This goal is important as our data clearly indicates that we continue to struggle with gaps in our college and career readiness indicators, specifically A-G course completion for student groups including our Foster Youth and English Learners. Additionally, our educational partners' input noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| College and Career Readiness Status and Change as measured by the CA Dashboard | 2019 CA Dashboard Indicators:<br><br>All students = Yellow Status 47.9%<br><br>• English Learners = Orange Status 14.6%<br>• Foster Youth = Red Status 3.6%<br>• Students with Disabilities = Red Status 4% | Due to COVID-19, the CA Dashboard Indicators were suspended. | For 2022 there was no College and Career Status Indicator reported on the CA Dashboard | 2023 Outcomes<br><br>All students = Medium Status 48.4%<br><br>• English Learners = Low Status 14.9%<br>• Foster Youth = Very Low Status 9.5%<br>• Students with Disabilities = Very low Status 5.3% | We will meet status and change criteria for college and career readiness to be in the very high and high status. |
| UC/CSU A-G Course Completion by Race/Ethnicity | All students 52.8%<br><br>• African-American 33.3%<br>• Hispanic/Latino 32.3%<br>• Asian 73.4% | 2021 Outcomes<br><br>All students 54.1%<br><br>• African-American 41.9%<br>• Hispanic/Latino 32.1%<br>• Asian 72.6% | 2022 Outcomes<br><br>All students 53.3%<br><br>• African-American 36%<br>• Hispanic/Latino 28.5%<br>• Asian 76.8% | 2023 Outcomes<br><br>All students 54.4%<br><br>• African-American 31.9%<br>• Hispanic/Latino 30.4%<br>• Asian 77% | All students 63%<br><br>• African-American 43.3%<br>• Hispanic/Latino 42.3%<br>• Asian 83.4% |
| UC/CSU A-G Course Completion by Program | All students 52.8%<br><br>• English Learners 22.1%<br>• Foster Youth 23.1%<br>• Socioeconomically Disadvantaged 44.5%<br>• Students with Disabilities 13.3% | 2021 Outcomes<br><br>All students 54.1%<br><br>• English Learners 26.1%<br>• Foster Youth 23.1%<br>• Socioeconomically Disadvantaged 45.7% | 2022 Outcomes<br><br>All students 53.3%<br><br>• English Learners 27%<br>• Foster Youth 9.1%<br>• Socioeconomically Disadvantaged 41.9% | 2023 Outcomes<br><br>All students 54.4%<br><br>• English Learners 26.3%<br>• Foster Youth 21.4% | All students 63%<br><br>• English Learners 32.1%<br>• Foster Youth 33.1%<br>• Socioeconomically Disadvantaged 54.5%<br>• Students with Disabilities 23.3% |

| | | | | | |
|---|---|---|---|---|---|
| | • Homeless Youth 23.3% | • Students with Disabilities 7.5% <br> • Homeless Youth 18.9% | • Students with Disabilities 9.3% <br> • Homeless Youth 14% | • Socioeconomically Disadvantaged 43.2% <br> • Students with Disabilities 8.3% <br> • Homeless Youth 19% | • Homeless Youth 33.3% |
| Local Cohort A-G Course Completion Rate by Race/Ethnicity | All cohort students 61.9% <br> • African American 40.4% <br> • Hispanic/Latino 40.3% <br> • Asian 77.5% | 2021 Outcomes <br> All cohort students 60.6% <br> • African American 48.5% <br> • Hispanic/Latino 36.3% <br> • Asian 76.2% | 2022 Outcomes <br> All cohort students 61.3% <br> • African American 42.4% <br> • Hispanic/Latino 34.7% <br> • Asian 79.8% | 2023 Outcomes <br> All cohort students 61.7% <br> • African American 35.9% <br> • Hispanic/Latino 36.3% <br> • Asian 78.9% | All cohort students 72% <br> • African American 50.4% <br> • Hispanic/Latino 50.3% <br> • Asian 87.5% |
| Local Cohort A-G Course Completion Rate by Program | All cohort students 61.9% <br> • English Learners 19.1% <br> • Socioeconomically Disadvantaged 56% <br> • Students with Disabilities 9.5% <br> • Homeless Youth 35.6% | 2021 Outcomes <br> All cohort students 60.6% <br> • English Learners 31.3% <br> • Socioeconomically Disadvantaged 53% <br> • Students with Disabilities 9.2% <br> • Homeless Youth 23.8% | 2022 Outcomes <br> All cohort students 61.3% <br> • English Learners 19.1% <br> • Socioeconomically Disadvantaged 50.4% <br> • Students with Disabilities 3.7% <br> • Homeless Youth 21.6% | 2023 Outcomes <br> All cohort students 61.7% <br> • English Learners 14.7% <br> • Socioeconomically Disadvantaged 51.3% <br> • Students with Disabilities 5% <br> • Homeless Youth 33.3% | All cohort students 72% <br> • English Learners 29.1% <br> • Socioeconomically Disadvantaged 66% <br> • Students with Disabilities 19.5% <br> • Homeless Youth 45.6% |
| On track rate for A-G Course Completion by grade level and race/ethnicity | 9th grade 55% <br> • Asian 80% <br> • White 60% <br> • Hispanic/Latino 30% <br> • African American 38% | 2021 Outcomes <br> 9th grade 48% <br> • Asian 71% <br> • White 48% <br> • Hispanic/Latino 26% | For the 2021-22 school year <br> 9th grade 51% <br> • Asian 79% <br> • White 57% <br> • Hispanic/Latino 25% | 2023 Outcomes <br> 9th grade 49% <br> • Asian 77% <br> • White 59% <br> • Hispanic/Latino 22% | 9th grade 65% <br> • Asian 90% <br> • White 70% <br> • Hispanic/Latino 40% <br> • African American 48% |

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|---|---|---|---|---|---|
| | 10th grade 42%<br>• Asian 66%<br>• White 45%<br>• Hispanic/Latino 18%<br>• African American 26%<br>11th grade 31%<br>• Asian 50%<br>• White 31%<br>• Hispanic/Latino 11%<br>• African American 22% | • African American 34%<br>10th grade 39%<br>• Asian 62%<br>• White 43%<br>• Hispanic/Latino 17%<br>• African American 22%<br>11th grade 32%<br>• Asian 50%<br>• White 34%<br>• Hispanic/Latino 13%<br>• African American 15% | • African American 25%<br>10th grade 36%<br>• Asian 61%<br>• White 40%<br>• Hispanic/Latino 14%<br>• African American 20%<br>11th grade 30%<br>• Asian 50%<br>• White 34%<br>• Hispanic/Latino 11%<br>• African American 15% | • African American 30%<br>10th grade 31%<br>• Asian 51%<br>• White 37%<br>• Hispanic/Latino 12%<br>• African American 16%<br>11th grade 27%<br>• Asian 46%<br>• White 29%<br>• Hispanic/Latino 9%<br>• African American 18% | 10th grade 52%<br>• Asian 76%<br>• White 55%<br>• Hispanic/Latino 28%<br>• African American 36%<br>11th grade 41%<br>• Asian 60%<br>• White 41%<br>• Hispanic/Latino 21%<br>• African American 32% |
| On track rate for A-G Course Completion by grade level and Program | 9th grade 55%<br>• English Learners 20%<br>• Socioeconomically Disadvantaged 40%<br>• Students with Disabilities 6%<br>10th grade 42%<br>• English Learners 8%<br>• Socioeconomically Disadvantaged 28%<br>• Students with Disabilities 2%<br>11th grade 31% | 2021 Outcomes<br>9th grade 48%<br>• English Learners 20%<br>• Socioeconomically Disadvantaged 33%<br>• Students with Disabilities 5%<br>10th grade 39%<br>• English Learners 10%<br>• Socioeconomically Disadvantaged 26%<br>• Students with Disabilities 2% | For the 2021-22 school year<br>9th grade 51%<br>• English Learners 18%<br>• Socioeconomically Disadvantaged 35%<br>• Students with Disabilities 8%<br>10th grade 36%<br>• English Learners 7%<br>• Socioeconomically Disadvantaged 21% | 2023 Outcomes<br>9th grade 49%<br>• English Learners 13%<br>• Socioeconomically Disadvantaged 34%<br>• Students with Disabilities 7%<br>10th grade 31%<br>• English Learners 5%<br>• Socioeconomically Disadvantaged 20%<br>• Students with Disabilities 2% | 9th grade 65%<br>• English Learners 30%<br>• Socioeconomically Disadvantaged 50%<br>• Students with Disabilities 16%<br>10th grade 52%<br>• English Learners 18%<br>• Socioeconomically Disadvantaged 38%<br>• Students with Disabilities 12%<br>11th grade 41% |

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| | <ul><li>English Learners 5%</li><li>Socioeconomically Disadvantaged 21%</li><li>Students with Disabilities 1%</li></ul> | 11th grade 32%<ul><li>English Learners 5%</li><li>Socioeconomically Disadvantaged 21%</li><li>Students with Disabilities 1%</li></ul> | <ul><li>Students with Disabilities 2%</li></ul>11th grade 30%<ul><li>English Learners 4%</li><li>Socioeconomically Disadvantaged 20%</li><li>Students with Disabilities 1%</li></ul> | 11th grade 27%<ul><li>English Learners 4%</li><li>Socioeconomically Disadvantaged 16%</li><li>Students with Disabilities 1%</li></ul> | <ul><li>English Learners 15%</li><li>Socioeconomically Disadvantaged 31%</li><li>Students with Disabilities 11%</li></ul> |
| SBAC Math and ELA scores >=3 (Meeting and Exceeding Standard)<br><br>EAP Qualification<br><br>SED= Socioeconomically Disadvantaged<br><br>EL = English Learners<br><br>SWD = Students with Disabilities | For the 2019-2020 there is no data available. We will be administering the SBAC in Math and ELA Spring of 2021.<br><br>From the 2019 SBAC administration:<br><br>ELA<ul><li>All 11th graders 75%</li><li>African American 60%</li><li>Hispanic 54%</li><li>SED 61%</li><li>EL 17%</li><li>SWD 24%</li></ul>Math<ul><li>All 11th graders 49%</li><li>African American 27%</li><li>Hispanic 25%</li></ul> | From the 2021 SBAC administration:<br><br>ELA<ul><li>All 11th graders 70%</li><li>African American 64%</li><li>Hispanic 50%</li><li>SED 59%</li><li>EL 19%</li><li>SWD 16%</li></ul>Math<ul><li>All 11th graders 53%</li><li>African American 30%</li><li>Hispanic 17%</li><li>SED 38%</li><li>EL 20%</li><li>SWD 7%</li></ul> | From the 2022 SBAC administration:<br><br>ELA<ul><li>All 11th graders 63%</li><li>African American 48%</li><li>Hispanic 42%</li><li>SED 48%</li><li>EL 11%</li><li>SWD 11%</li></ul>Math<ul><li>All 11th graders 38%</li><li>African American 18%</li><li>Hispanic 13%</li><li>SED 21%</li><li>EL 6%</li><li>SWD 3%</li></ul> | from the 2023 SBAC administration<br><br>ELA<ul><li>All 11th graders 62%</li><li>African American 52%</li><li>Hispanic 43%</li><li>SED 49%</li><li>EL 12%</li><li>SWD 17%</li></ul>Math<ul><li>All 11th graders 35%</li><li>African American 17%</li><li>Hispanic 11%</li><li>SED 21%</li><li>EL 5%</li><li>SWD 3%</li></ul> | ELA<ul><li>All 11th graders 85%</li><li>African American 70%</li><li>Hispanic 64%</li><li>SED 71%</li><li>EL 27%</li><li>SWD 34%</li></ul>Math<ul><li>All 11th graders 59%</li><li>African American 37%</li><li>Hispanic 35%</li><li>SED 47%</li><li>EL 28%</li><li>SWD 24%</li></ul> |

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|---|---|---|---|---|---|
| | • SED 37%<br>• EL18%<br>• SWD 14% | | | | |
| Advanced Placement Scores: Percent of students AP exam scores of 3 or higher or IB exam scores of 4 or higher | All students 54.7%<br><br>• Asian 65.1%<br>• Hispanic/Latino 38%<br>• African American 15.5%<br>• English Learners 26.1%<br>• Socioeconomically Disadvantaged 45.4%<br>• Students with Disabilities 25.9% | From the 2021 AP administration<br><br>All students 42.1%<br><br>• Asian 51.4%<br>• Hispanic/Latino 26.8%<br>• African American 15.3%<br>• English Learners 17.2%<br>• Socioeconomically Disadvantaged 31.9%<br>• Students with Disabilities 20% | From 2022 AP administration<br><br>All students 53.9%<br><br>• Asian 65.3%<br>• Hispanic/Latino 32.3%<br>• African American 32%<br>• English Learners 23.7%<br>• Socioeconomically Disadvantaged 40.4%<br>• Students with Disabilities 22% | From 2023 AP administration<br><br>All students 57%<br><br>• Asian 68.4%<br>• Hispanic/Latino 37%<br>• African American 22.4%<br>• English Learners 24.4%<br>• Socioeconomically Disadvantaged 41.4%<br>• Students with Disabilities 15.7% | All students 65%<br><br>• Asian 75%<br>• Hispanic/Latino 48%<br>• African American 26%<br>• English Learners 36%<br>• Socioeconomically Disadvantaged 55%<br>• Students with Disabilities 36% |
| Career Technical Education (CTE) Pathway Completion | Total students enrolled in CTE pathways: 3620<br><br>• Students successfully completing the CTE pathway = 363 | For the 2020-21 school year<br>Total students enrolled in CTE pathways: 2857<br><br>• Students successfully completing the CTE pathway = 376 | For the 2021-22 school year<br>Total students enrolled in CTE pathways: 3767<br><br>• Students successfully completing the CTE pathway = 621 | For the 2022-2023 school year<br>Total students enrolled in CTE pathways: 4,292<br><br>Students successfully completing the CTE pathway = 484 | Total students enrolled in CTE pathways: 3620<br><br>• Students successfully completing the CTE pathway = 463 |
| Silicon Valley Career Technical Education | Total Enrollment = 550 | Total Enrollment = 537<br>(there was a typo for the 2022-23 plan, so it has been corrected for this update) | For the 2022-23 school year<br><br>Total Enrollment = 571 | For the 2023-2024 school year<br><br>Total Enrollment = 636 | Total Enrollment = 580 |

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| (SVCTE) enrollment | | | | | |
| % of pupils who have successfully completed both types of courses (UC/CSU and CTE) | All Students: 5.3%<br><br>• African American 3.4%<br>• Asian 7.6%<br>• Hispanic 3.2%<br>• English Learners 1.7%<br>• Socioeconomically Disadvantaged 4.7%<br>• Students with Disabilities 0.6% | **This is a new metric. Update will be provided next year.** | 2022 Outcomes<br><br>All Students: 10.6%<br><br>• African American 6.3%<br>• Asian 14.8%<br>• Hispanic 6.7%<br>• English Learners 3.9%<br>• Socioeconomically Disadvantaged 8.9%<br>• Students with Disabilities 1.5% | 2023 Outcomes<br><br>All Students: 10%<br><br>• African American 4.3%<br>• Asian 14.6%<br>• Hispanic 6.1%<br>• English Learners 3.2%<br>• Socioeconomically Disadvantaged 8.4%<br>• Students with Disabilities 0.8% | All Students: 10%<br><br>• African American 10%<br>• Asian 10%<br>• Hispanic 10%<br>• English Learners 10%<br>• Socioeconomically Disadvantaged 10%<br>• Students with Disabilities 10% |
| Access to Broad Course of Study for Students with Disabilities (SWD) | Students in Least Restrictive Environment (LRE)<br><br>• SWD in general ed courses at least 80% of the time = 30.4% | For the 2020-21 school year<br><br>Students in Least Restrictive Environment (LRE)<br><br>• SWD in general ed courses at least 80% of the time =32.4% | For the 2021-22 school year<br><br>Students in Least Restrictive Environment (LRE)<br><br>• SWD in general ed courses at least 80% of the time =35.82% | For the 2022-2023 school year<br><br>Students in Least Restrictive Environment (LRE)<br><br>• SWD in general ed courses at least 80% of the time =39.4% | Students in Least Restrictive Environment (LRE)<br><br>• SWD in general ed courses at least 80% of the time = 52.2% |
| Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit | 0/.00% Total Teacher Misassignments<br><br>• 0/0.0% Vacant Teacher Positions<br>• 0/0.0% Misassignment of teachers of English Learners | **Data provided by the CDE for Year 2 is currently not available.** | **Data provided by the CDE for Year 3 is currently not available.** | For the 2022-23 school year<br><br>0/.00% Total Teacher Misassignments<br><br>• 0/0.0% Vacant Teacher Positions<br>• 22.8/2.4% Misassignment of | 0/.00% Total Teacher Misassignments<br><br>• 0/0.0% Vacant Teacher Positions<br>• 0/0.0% Misassignment of teachers of English Learners |

| | | | teachers of English Learners | |
|---|---|---|---|---|
| Instructional Materials-Every student having access to standards-aligned materials as measured by Williams Audit | 0/0.0% Students without access | For the 2021-22 school year<br><br>0/0.0% Students without access | For the 2022-23 school year<br><br>0/0.0% Students without access | For the 2023-24 school year<br><br><br>0/0.0% Students without access | 0/0.0% Students without access |
| School Facilities in Good Repair as measured by the FIT report | 9 Instances where Facilities did not meet the "Good Repair" standard<br>• 0 schools had an overall rating of fair conditions<br>• 14 schools had an overall rating of good repair<br>• 2 schools had an overall rating of exemplary | For the 2020-21 school year<br><br>22 Instances where Facilities did not meet the "Good Repair" standard<br>• 2 schools had an overall rating of fair conditions<br>• 13 schools had an overall rating of good repair<br>• 1 school had an overall rating of exemplary | For the 2021-22 school year<br><br>185 Instances where Facilities did not meet the "Good Repair" standard<br>• 0 schools had an overall rating of fair conditions<br>• 15 schools had an overall rating of good repair<br>• 1 school had an overall rating of exemplary | For the 2022-23 school year<br><br>178 Instances where Facilities did not meet the "Good Repair" standard<br>• 3 schools had an overall rating of fair conditions<br>• 11 schools had an overall rating of good repair<br>• 2 school had an overall rating of exemplary | 0 Instances where Facilities did not meet the "Good Repair" standard<br>• All schools evaluated will be rated in good or exemplary conditions with 0 deficiencies or extreme deficiencies noted. |

## *Goal Analysis: Goal 1 College and Career Readiness*

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

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

For the 2023-24 school year, we encountered some challenges that impacted our district's ability to fully implement some of the actions listed in our LCAP. Some of the challenges were the same as the last school year, including a continued shortage of substitute teachers to release teachers so they could attend professional development. A major challenge that was added this school year was a violent incident that happened at one of our school sites which resulted in a heightened focus on addressing the needs and concerns that surfaced. Due to these challenges we were not able to execute some of the planned actions as we originally planned. Additionally, there were instances throughout the school year where we needed to pivot to address areas of need or concern that surfaced as a result of unexpected issues such as staff mid-year vacancies, increased mandates, and insufficient time to complete actions to fidelity given competing tasks. It is also important to note we added 2 new actions as part of the plan development for 2023-24 (Actions 15 and 16).

For our Goal 1 analysis, we have grouped the actions into the following four areas:

**Area 1: Implementation of a Multi-Tiered System of Support: Actions 1, 2, 3, 4, 5, 15**

**Area 2: Ensure students graduate college and career ready: Actions 8, 9, 10, 11, 12, 13, 14, and 16**

**Area 3: Support college and career readiness for our students with disabilities: Actions 6 and 7**

**Area 4: Provide services to students and parents that support our commitment to college and career readiness: Actions 12, 13, 14, and 16**

**Area 1: Implementation of a Multi-Tiered System of Support: Actions 1, 2, 3, 4, 5, 15**

Our district's commitment to create a Multi-Tiered System of Support that will support our promise to build equitable communities districtwide so that all our students graduate college and career ready remains strong, in spite of the slow pace of implementation due to various factors that have resulted in restructuring of our planned actions. As part of this, one new action was added, action 15, which put in place a full time school counselor district lead to support and guide the work of all counselors.

The original plan for 2023-2024 to have one MTSS Teachers on Special Assignment and one Associate Principal of Tiered Support (APTS) at each school site to support and expand the implementation of MTSS was impacted by staffing issues. As a result only some of the schools had the full staffing while others had one or none of the planned staff. As a result we had to tier the work at the schools depending on the staffing at each school site. Those schools with only an MTSS Teacher on Special Assignment and no APTS to support them focused their work for the 23-24 school year on creating school wide lessons on topics identified by their MTSS Tier 1 Teams as important in order to continue to build a positive school culture or to address an academic or social emotional need. The TOSAs were also charged with elevating student voice by continuing to recruit, train and guide the Student Equity Councils at their school site. Unfortunately, some school sites did not have an MTSS TOSA this school year because some of last year's TOSAs applied for the new APTS administrative position.

To ensure alignment of this district wide implementation of MTSS, the MTSS TOSAS and the APTSs met monthly with district leadership starting in November of the 23-24 school year. During these meetings, we reviewed the Early Warning System (EWS) data and the SHAPE data after each grading period, discussed possible interventions for students at risk due to attendance, grades and/or behavior, and created specific school site plans to address the student needs highlighted in the marking period grade reports (Early Warning System -EWS). This intentional use of the data in the EWS helped staff understand the data better, engage in a deeper analysis of the data to hone in on specific groups of students with very specific needs. In some cases, this deep dive into the data

resulted in referrals to the social workers, outside providers and school counselors so that students' specific needs , whether academic or social emotional, could be addressed. This Tier 3 individual support/intervention was in addition to our district wide Tier 1 push to ensure all students had access to academic and social emotional counseling provided by credentialed school counselors. We have been successful in this area since we are fully staffed within the counseling department and counselors were able to provide services to students. Another aspect of our Tier 1 Counseling MTSS implementation plan is to restructure our school counseling efforts in alignment with MTMDSS (Multi-Tiered Multi-Domain Tiered System of Support) which is the State's "framework for the delivery of school counseling within MTSS." This alignment effort has highlighted the need for common counseling practices and assurances across our district schools. In order to implement these practices and common assurances, we changed the FTE of our Counseling Coordinator from .4 to 1.0. We are still at the beginning stages of this alignment but there is a small core of experts in our counselor teams who are drafting a professional development plan for 2024-2025 on ASCA (American School Counselor Association) practices aligned to MTMDSS.

Our original plan was to provide professional development to teachers and the CA Standards for the Teaching Profession to highlight the expectation of differentiated student-centered learning, the importance of addressing  individual student learning needs, and providing interventions and support during the regular school day. However, we were not able to implement this plan with teachers. Instead we focused on including regular conversations on the role of the site administrators as instructional leaders during their monthly role alike monthly meetings.

## Area 2: Ensure students graduate college and career ready: Actions 8, 9, 10, 11, 12, 13, 14, and 16

Although we have had some successes in completing most of the actions we had planned to ensure our students are college and career ready upon graduation, we have not been as successful in elevating the graduate profile so that staff can see the impact of the day to day work of every staff member, particularly teachers and administrators and the students' attainment of the skills listed in our graduate profile. We are at the beginning stages of this work and will continue to work on connecting the outcomes listed in the graduate profile to the daily work of our staff.

We have had success in other areas.

Our district's strategic emphasis on Career Technical Education (CTE) pathways has significantly boosted student enrollment and engagement. During the 2023-2024 school year, our student enrollment in Silicon Valley Career Technical Education increased to 626 from the base allocation of 550 students. This is an 8% increase from our enrollment in the 2022-2023 school year and the highest enrollment number of ESUHSD students in SVCTE in the last five years. Since the 2020-21 academic year, enrollment in our CTE pathways has surged from 2,857 to 4,292 students. This increase is paralleled by notable academic successes among CTE participants, who overwhelmingly affirm the value of their educational experience. Students consistently cite CTE's critical role in their development of key competencies such as communication, critical thinking, collaboration, and innovation—core elements of the East Side Union High School District's graduate profile. Furthermore, CTE has been instrumental in providing students with a clear and actionable vision of their future career trajectories, thereby fostering enhanced community involvement and personal growth. Also during the 2023-2024 school year, we added two new CTE pathways to our district offerings: 1) Sports Medicine/Athletic Training  in the Health and Medical Technology Pathway, and 2) Juvenile Justice in the Legal practices Pathway. In addition, work was done this school year to add Electronic Music Production, a new CTE  Arts, Media and Entertainment Pathway in 2024-2025.

We faced some challenges in the  adoption and roll out of the college and career readiness planning platform, which  was finally  completed in December 2023. Since the platform has only been live for less than 5 months, we are still at the beginning stages of implementation as counselors familiarize themselves with the tool and the many online lessons, as well as college and career exploration tools. The adoption of this tool; however,  has had the additional benefit of aligning and streamlining  our transcript entry process, including naming of courses and creation of course codes. To date, the most exciting component of the platform is the ability for students and their parents to track their progress towards college/university admission requirements.

To ensure that all our students, but in particular our most vulnerable students and their parents receive timely information about colleges and university admission requirements, how to apply for financial aid, and how to navigate our high school system, we partnered with PIQE (Parent Institute for Quality

Education (PIQE), who provided their workshop series at our 11 comprehensive high schools and has graduated 897 East Side parents from their parent institute. This effort was coupled with intentional outreach by our staff and community partners to our target student populations. The goal was to keep them informed of district and school site events and support the college and career readiness of our most vulnerable students; however, we have no contact data or outcome data available to report.

## Area 3: Support college and career readiness for our students with disabilities: Actions 6 and 7

Our district has historically placed students with mild to moderate disabilities in Specialized Academic Instruction (SAI) classes without making clear to parents and students the implications of such decisions. To change this, one area of this year's LCAP brought Instructional Services and Special Services in a closer partnership to ensure that our students, in particular our students with disabilities, graduate college and career ready. Beginning in 2023-2024, all schools were instructed to discuss A-G course requirements and the potential harmful effects of separate SAI classes at all IEP meetings. We also combined efforts to ensure proper placement of students with disabilities in the least restrictive environment, which for the majority of our students with mild to moderate disabilities is in the general education setting. This year, one of the actions that has contributed to this goal is including the Associate Principals of Educational Services (APEDs) in the placement of incoming 9th grade students with disabilities. This work, traditionally done by the program specialists and the inclusion specialists, has grown to include the SPED department chairs and the APEDs this school year. The work includes reviewing the data charts prepared by our Director of Data, Assessment and Accountability, which include 8th grade coursework and grades, IEP information such as percentage of time in/out of general education, English proficiency level, student disability(ies), course requests, ELPAC and ultimately course recommendations. By ensuring that our APEDs who build the master schedule in the summer are aware of the placement process and of the information contained in the placement charts, we will ensure our students with disabilities are placed in the least restrictive environment as per their 8th grade IEP. This work will include counselors in the upcoming school year.

Additionally, Inclusion Support Specialists worked together to establish a process for moving students with disabilities to More Restrictive Environments to ensure maximum access to the student's Least Restrictive Environment. This process will require IEP teams to ensure all accommodations and modifications are being implemented in the current program, offer suggestions for additional supports in the current environment, and reflect on the potential harmful impacts of moving students to more restrictive environments.

In preparation for a higher number of students with disabilities being placed in the least restrictive environment, Inclusion Specialists worked with teachers to ensure they were aware of students' accommodation needs. This area is still a work in progress as we continue to be challenged by the level of success our Students with Disabilities are experiencing once they are in general education courses.

In addition, teams from all 11 comprehensive sites participated in this year's two-day Inclusion Collaborative at SCCOE. While all schools had Special Education Department Chair representatives, eight schools also sent Inclusion Support Specialists and two sent full Professional Development Leadership Teams. Special Services collaborated with the Inclusion Collaborative to provide professional development for Art teachers at one school site to address modifications to standards-based coursework for students with extensive support needs in general education art classes. The PD was well received and the department is planning to offer similar training to all Art teachers.

## Area 4: Provide services to students and parents that support our commitment to college and career readiness: Actions 12, 13, 14, and 16

Although the daily work of counselors, administrators, classified and certificated staff is to provide services to our students, there are a few tangible examples that are easy to implement and account for. These include:

-Providing access to college entry exams by funding the SAT exam fees for any student who is interested, including our targeted student populations. For the 2023-2024 school year, the district paid the fees for 2556 students. We were unable to disaggregate the data for our targeted populations but plan to do so moving forward.

-Ensuring our students can access exams to demonstrate college readiness by funding the IB and AP fees of our targeted student populations: low-income students, English Language Learners, Students with Disabilities, Homeless Youth, and Foster Youth. The AP exams happen during May so we do not yet have final numbers for 2023-24. For the 2022-23 school year, the district covered the fees for 2656 students.

-Partnering with CAL SOAP, DCAC and City Year to provide mentoring and academy support to target student groups at six of our high schools. We were unable to continue our partnership with City Year as there were not sufficient mentors to meet the need at our high schools. However, the partnership with CAL SOAP and DCAC served over 1000 students in the 2023-2024 school year.

-Providing outside of the classroom experiences for students by funding field trips, a new action for this school year (action 16), for specific student groups such as our Black Student Unions, and funding the districtwide San Jose State Preview Day for students interested in learning more about SJSU. Our intent was to provide more opportunities for our target student groups yet we were unable to track this. We plan to do so moving forward.

-Increasing communication opportunities with parents by hiring a 1.0 Coordinator of Outreach and Communication (title was then changed to Family Engagement Coordinator). This school year, the work of this Coordinator has included organizing the in person Parent Engagement Conference which offered sessions on college and career to parents and students. The workshops were offered in English, Spanish and Vietnamese as well as creating videos of the sessions to be available to parents who were not able to attend in person.

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

The budgeted expenditures contained within this goal were based on calculations of an average salary and benefits cost for personnel. Additionally, the contracts were also based on initial quotes for the scope of work described which changed in some cases given the actual work to be performed. Hence, there was a difference between budgeted expenditures and estimated actual expenditures for the following actions contained within this goal:

**Action #2**: The difference between budgeted and estimated actual expenditures for this action item was a result of an added contract and scope of work we had originally not planned for with this action item yet was necessary for the work.

**Action #3**: We added a much needed contract service to support data collection of our English Learners which resulted in the difference between budgeted and estimated actual expenditures for this action item.

**Action #4**: For this action, we were unable to fill three vacancies that resulted from staff, originally in those positions, taking on administrative roles. This resulted in the difference between the budgeted expenditure and the estimated actual expenditure.

**Action #5**: For this action item the cost of the full PD day prior to the start of the school year was based on estimated salaries of projected staff to attend. We also added a contract and conference expenses to support Professional Development.

**Action #6**: The work to ensure Students with Disabilities were placed in their least restrictive environment was completed by existing staff during regular school hours and did not require extensive after hours paid work. Additionally, since our LRE work was taken on by existing staff, we decided not to secure a contract for outside facilitation as originally planned. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. We are working on developing a way to track extra duty so that it is

applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #7**: For this action, we continued to seek out candidates to fill the 11 FTE positions but were unable to fully staff given shortages in Special Education qualified candidates. We were only able to staff 9 FTE teachers on special assignments to serve in the role of Inclusion Specialist.

**Action #8**: We did not anticipate the extensive extra duty funded for teachers to attend PD and work sessions thus the difference between budgeted and estimated actual expenditures for this action item. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #9**: The difference between the budgeted amount and the estimated actual expenditures for this action item was due to limited availability of staff to participate in extra duty work. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #11**: The slight expenditure difference with this action item was due to an increase in cost of materials used for the planned events.

**Action #12**: With the changes to the SAT as a requirement for college admissions at CA public colleges, we offered the SAT to any interested 11th grader at no cost and thus, the contract was an estimation. Additionally, the number of students taking AP exams changes each year so the budgeted expenditure was based on a projected number of students whose fee we would need to cover.

**Action #13**: Original budgeted amount for this action item was based on initial contract quotes from our partners. Once the scope of work was reviewed with greater detail there were some revisions made to ensure the services provided were in alignment with the goal. This resulted in changes to the contract cost. Additionally, one of the contracts was not moved forward given lack of mentors available to provide services.

**Action #14**: This action was amended for this school year by adding a Coordinator of Outreach and Communication (whose title was then changed to Family Engagement Coordinator) and as such the budgeted expenditure was based on an average which accounts for part of the difference. Also, the cost of supplies and postage was an estimate which also contributed to the difference between budgeted amount and the estimated actual expenditures.

**Action #16**: This was a new action for the 2023-24 school year and as such we did not anticipate the high request and need for field trips which accounts for the higher amount spent than what was budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For all actions within this LCAP cycle, it is important to note the challenge in comparing and making use of year to year metrics in certain areas, especially graduation rates, considering legislation AB 104 which allowed for reduced graduation requirements and the use of Pass and No Pass as grades.

For this goal, it is also important to note that of the 15 action items listed, 2 actions were added as new actions and 11 of the original actions were amended for the 2023-24 LCAP. Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the areas listed below using two key performance metrics connected to this goal (CA Dashboard College and Career Indicator, UC A-G Completion rate) and in some cases, using other metrics that are directly linked to those actions.

**Area 1: Implementation of a Multi-Tiered System of Support: Actions 1, 2, 3, 4, 5, 15**

-Metrics connected to this area: CA Dashboard College and Career Indicator, UC A-G Completion rate, Level of Implementation

**Area 2: Ensure students graduate college and career ready: Actions 8, 9, 10, 11, 12, 13, 14, and 16**

 -Metrics connected to this area: CA Dashboard College and Career Indicator, UC A-G Completion rate, CTE and SVTE enrollment, School Climate/SEL Survey

**Area 3: Support college and career readiness for our students with disabilities: Actions 6 and 7**

-Metrics connected to this area: CA Dashboard College and Career Indicator, UC A-G Completion rate, Access to a broad course of study

**Area 4: Provide services to students and parents that support our commitment to college and career readiness: Actions 12, 13, 14, and 16**

-Metrics connected to this area: CA Dashboard College and Career Indicator, UC A-G Completion rate

**Area 1: Implementation of a Multi-Tiered System of Support: Actions 1, 2, 3, 4, 5, 15**

The actions connected to implementation of MTSS have been effective as evidenced by our slight growth in the percentage of students deemed college and career ready and the percentage of students completing the UC A-G requirements. We saw a growth from 47.9% to 48.4% as measured by CA Dashboard during the 3-year period. Although a small growth during the three year period, our work to implement MTSS must continue as the MTSS framework is evidence-based and if implemented to fidelity, has potential for greater impact on our metrics. Thus, as we plan for the new LCAP cycle, we will seek to maintain the actions listed within this area with changes based on educational partner feedback and greater intentionality. It is also important to note that action 15 was a new action for 2023-24 and will need more time to capture data to assess its level of effectiveness. Action 1 and Action 15 will be shifted to Goal 2 as we believe it needs a greater focus on graduation for the target student groups. We also plan to strengthen all actions listed within this area by working to measure levels of implementation using rubrics.

**Area 2: Ensure students graduate college and career ready: Actions 8, 9, 10, 11, 12, 13, 14, and 16**

Most of the actions connected to ensuring students graduate college and career ready have been effective as evidenced by our slight growth over the three-year period in both our A-G Completion Rate and the College and Career Indicator on the CA Dashboard. Additionally, the number of students enrolled in Career Education courses has grown in both our district offered courses and in those offered by our partner, Silicon Valley Career Technical Education (SVCTE). Of key importance is the three added CTE pathways that have opened access for students. Thus, we seek to continue with these actions with some modifications, additions, and enhancements to ensure appropriate tracking of data to better capture information for our target student groups. Furthermore, the input from our educational partners notes a need to continue to offer opportunities for college and career readiness such as free SAT, mentoring and college advising college and career exploration, and parent communication and engagement.  One change is to remove action 8, elevating the graduate profile, as an isolated action item and embed it across multiple action items. Also, given action 16 was new for the 2023-24 school year, we will improve this action item by collecting disaggregated data of attending students as well as examining survey results.

**Area 3: Support college and career readiness for our students with disabilities: Actions 6 and 7**

Actions 6 and 7 have demonstrated to be effective as noted by the sight increase on the College and Career Indicator and in the increase in access to a broad course of study as indicated by placement in students' Least Restrictive Environment. We show a growth from our baseline of 9.4% in students' LRE placement. Although our Students with Disabilities have not shown growth in the A-G completion rate, it is important to continue with these actions as our initial efforts were focused on opening access to general education courses for our students with disabilities which was not happening in previous years.

**Area 4: Provide services to students and parents that support our commitment to college and career readiness: Actions 12, 13, 14, and 16**

The actions listed as part of this area have contributed to the incremental increases in both our A-G Completion Rate and the College and Career Indicator on the CA Dashboard and thus are deemed effective. Furthermore, educational partners have expressed a need to continue to improve communication between teachers and parents/guardians as well as providing opportunities for "outside the classroom" experiences such college nights and field trips to colleges. Additionally, a review of our survey results indicates that we need to continue our work to improve communication with our families in the areas of progress monitoring and teacher feedback on assignment completion and grades which directly impact credits earned toward meeting A-G requirements. Also, given action 16 was new for the 2023-24 school year, we will improve this action item by collecting disaggregated data of attending students as well as examining survey results.

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

For the 2023-24 LCAP, this goal will be adjusted slightly to include the outcome we are looking to improve and increase.

**Changes and/or modifications to actions will be as follows:**

**Action 1** will be shifted to goal 2 as action #1. Although this action can serve all goals within the plan, we decided to shift it to goal 2 to ensure we increase the graduation rate of our English Learners and Socioeconomically disadvantaged whose performance level is at the lowest level for this indicator.

**Action 2** will now be action 1 under this goal and will be adjusted to include additional partnerships to support MTSS implementation.

**Action 3** will remain unchanged as last amended and will now be listed as action #6.

**Action 4** will now be listed as action #2 and remain unchanged.

**Action 5** will include some changes to include teacher professional development partnered with SJSU, connection to elevating the graduate profile, and coaching for Principals and will be listed as action #7.

**Action 6** will be listed as action #8 and changed to now include all students with disabilities.

**Action 7** will remain the same and will now become action #9.

**Action 8** will be removed as an individual action and will now be included as part of action #7 of the 2024-25 LCAP as well as embedded across other action items throughout the plan.

**Action 9** will remain the same and will be listed as action #10.

**Action 10** will be kept the same as last amended and will now be action #11.

**Action 11** will remain the same and will now be listed as action #12.

**Action 13** will include some changes to note schools to be added for services and a change in partnerships. This action will now be action #14.

**Action 14** will be listed as action #15 and will have a minor change to note the corrected title of the position included as part of this action.

**Action 15** will be shifted to goal 2 as action #2 for greater alignment to the other actions listed within goal 2. The action will be modified to focus on increasing graduation rates of our lowest performing students.

**Action 16** will be slightly modified to add materials, gear, and equipment to ensure students have the necessary supplies to feel connected while participating in field trips.

In addition to the changes above, to address the need to appropriately track extra duty compensation to the appropriate goal and action, we will develop a way to track and identify timesheets by goal and action (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

We will also be adding actions to address the student groups identified at the lowest performance levels on the CA Dashboard Indicators.

**As it pertains to metrics, we will add the following metrics:**

-Teacher participation in PD

-Implementation level of evidence-based instructional practices and interventions

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

# Goal 2: Graduation Rate

| Goal #2 | **Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress towards high school graduation.** (State Priorities addressed: Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement) |
|---|---|
| Description | In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile. |

An explanation of why the LEA has developed this goal.

This goal is included in our plan as one of our main priorities is to ensure students graduate with a diploma. Our data shows that not all students are graduating at the same high rates. In particular, our Foster Youth, English Learners, African American, and Hispanic students graduate at disproportionate rates when compared to other groups. Additionally, the input gathered from our educational partners noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses. Input also noted the need to expand social-emotional and mental health services provided to all students so that students are able to feel connected to school and thus succeed academically.

# Measuring and Reporting Results

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

| Graduation Rate Status and Change as measured by the CA Dashboard | 2019 CA Dashboard Indicators:<br><br>All students = Green Status 87.8%<br><br>• Foster Youth = Red Status 67.7%<br>• Homeless Youth = Red Status 62.9%<br>• African-American = Orange Status 80% | Due to COVID-19, the CA Dashboard Indicators were suspended. | 2022 CA Dashboard Indicators:<br><br>All students = Medium status 89.7%<br><br>• Foster Youth = Very Low Status 54.5%<br>• Homeless Youth = Very Low Status 67%<br>• African-American = Medium Status 83.5%<br>• Students with Disabilities = Very Low Status 67.9% | 2023 CA Dashboard Indicators:<br><br>All students = Orange status 86.9%<br><br>• Foster Youth =Yellow status 69.6%<br>• Homeless Youth = Red Status 65.5%<br>• African-American = Orange status 81.7%<br>• Students with Disabilities = Red status 63.9% | We will meet status and change criteria for graduation rate to be in the very high or high categories |
|---|---|---|---|---|---|
| Graduation rate by Race/Ethnicity | All students 86.4%<br><br>• Asian 93.9%<br>• African American 82.3%<br>• Hispanic/Latino 79.3% | 2021 Outcomes<br><br>All students 83.8%<br><br>• Asian 94.4%<br>• African American 78.2%<br>• Hispanic/Latino 72.9% | 2022 Outcomes<br><br>All students 90%<br><br>• Asian 96.4%<br>• African American 83.2%<br>• Hispanic/Latino 83% | 2023 Outcomes<br><br>All students 87%<br><br>• Asian 95.2%<br>• African American 80.5%<br>• Hispanic/Latino 78.6% | All students 96%<br><br>• Asian 96%<br>• African American 92%<br>• Hispanic/Latino 90% |
| Graduation rate by Program | All students 86.4%<br><br>• English Learners 72.3%<br>• Socioeconomically Disadvantaged 82.2%<br>• Students with Disabilities 67.1%<br>• Foster Youth 43.3% | 2021 Outcomes<br><br>All students 83.8%<br><br>• English Learners 69.4%<br>• Socioeconomically Disadvantaged 78.8% | 2022 Outcomes<br><br>All students 90%<br><br>• English Learners 76.4%<br>• Socioeconomically Disadvantaged 85.6% | 2023 Outcomes<br><br>All students 87%<br><br>• English Learners 70.9%<br>• Socioeconomically Disadvantaged 81.4% | All students 96%<br><br>• English Learners 82%<br>• Socioeconomically Disadvantaged 92%<br>• Students with Disabilities 77% |

| | | | | | |
|---|---|---|---|---|---|
| | | • Students with Disabilities 59%<br>• Foster Youth 50% | • Students with Disabilities 69.8%<br>• Foster Youth 52.4% | • Students with Disabilities 64.9%<br>• Foster Youth 60.9% | • Foster Youth 53% |
| Local cohort graduation rate by Race/Ethnicity | All cohort students 96%<br>• African American 93.7%<br>• Hispanic/Latino 92.5%<br>• Asian 98.5% | 2021 Outcomes<br>All cohort students 94.3%<br>• African American 93.1%<br>• Hispanic/Latino 88.9%<br>• Asian 97.9% | 2022 Outcomes<br>All cohort students 97.7%<br>• African American 96.9%<br>• Hispanic/Latino 95.5%<br>• Asian 99.1% | 2023 Outcomes<br>All cohort students 96.3%<br>• African American 92.9%<br>• Hispanic/Latino 93.6%<br>• Asian 98.1% | All cohort students 98%<br>• African American 96%<br>• Hispanic/Latino 96%<br>• Asian 99% |
| Local cohort graduation rate by Program | All cohort students 96%<br>• English Learners 86.2%<br>• Socioeconomically Disadvantaged 93.7%<br>• Students with Disabilities 86.6% | 2021 Outcomes<br>All cohort students 94.3%<br>• English Learners 87.7%<br>• Socioeconomically Disadvantaged 92.2%<br>• Students with Disabilities 83.4% | 2022 Outcomes<br>All cohort students 97.7%<br>• English Learners 90.9%<br>• Socioeconomically Disadvantaged 96.2%<br>• Students with Disabilities 94.3% | 2023 Outcomes<br>All cohort students 96.3%<br>• English Learners 91.4%<br>• Socioeconomically Disadvantaged 93.8%<br>• Students with Disabilities 88.1% | All cohort students 98%<br>• English Learners 96%<br>• Socioeconomically Disadvantaged 97%<br>• Students with Disabilities 96% |
| Local non-cohort graduation rate | All non-cohort students 71.3%<br>• Foster Youth 33.3%<br>• Homeless Youth 55.8% | 2021 Outcomes<br>All non-cohort students 68.1%<br>• Foster Youth 46.7%<br>• Homeless Youth 51.5% | 2022 Outcomes<br>All non-cohort students 75.6%<br>• Foster Youth 52.9%<br>• Homeless Youth 64.2% | 2023 Outcomes<br>All non-cohort students 71%<br>• Foster Youth 58.3%<br>• Homeless Youth 60.2% | All non-cohort students 81%<br>• Foster Youth 43%<br>• Homeless Youth 65% |

| On track graduation rate by grade level and race/ethnicity | 9th grade 69%<br><br>• Asian 89%<br>• Hispanic/Latino 49%<br>• African American 55%<br><br>10th grade 63%<br><br>• Asian 85%<br>• Hispanic/Latino 40%<br>• African American 44%<br><br>11th grade 59%<br><br>• Asian 82%<br>• Hispanic/Latino 36%<br>• African American 48% | For the 2020-21 school year<br><br>9th grade 60%<br><br>• Asian 82%<br>• Hispanic/Latino 40%<br>• African American 48%<br><br>10th grade 59%<br><br>• Asian 84%<br>• Hispanic/Latino 36%<br>• African American 53%<br><br>11th grade 60%<br><br>• Asian 81%<br>• Hispanic/Latino 36%<br>• African American 42% | For the 2021-22 school year<br><br>9th grade 65%<br><br>• Asian 88%<br>• Hispanic/Latino 43%<br>• African American 46%<br><br>10th grade 56%<br><br>• Asian 81%<br>• Hispanic/Latino 33%<br>• African American 42%<br><br>11th grade 57%<br><br>• Asian 81%<br>• Hispanic/Latino 34%<br>• African American 48% | For the 2022-23 school year<br><br>9th grade 64%<br><br>• Asian 87%<br>• Hispanic/Latino 42%<br>• African American 49%<br><br>10th grade 60%<br><br>• Asian 85%<br>• Hispanic/Latino 37%<br>• African American 39%<br><br>11th grade 53%<br><br>• Asian 76%<br>• Hispanic/Latino 31%<br>• African American 42% | 9th grade 79%<br><br>• Asian 99%<br>• Hispanic/Latino 59%<br>• African American 65%<br><br>10th grade 73%<br><br>• Asian 95%<br>• Hispanic/Latino 50%<br>• African American 54%<br><br>11th grade 69%<br><br>• Asian 92%<br>• Hispanic/Latino 46%<br>• African American 58% |
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| On track graduation rate by grade level and program | 9th grade 69%<br><br>• English Learners 45%<br>• Socioeconomically Disadvantaged 57%<br>• Students with Disabilities 50%<br><br>10th grade 63%<br><br>• English Learners 35%<br>• Socioeconomically Disadvantaged 50% | For the 2020-21 school year<br><br>9th grade 60%<br><br>• English Learners 36%<br>• Socioeconomically Disadvantaged 45%<br>• Students with Disabilities 36%<br><br>10th grade 59%<br><br>• English Learners 30% | For the 2021-22 school year<br><br>9th grade 65%<br><br>• English Learners 39%<br>• Socioeconomically Disadvantaged 50%<br>• Students with Disabilities 42%<br><br>10th grade 56% | For the 2022-23 school year<br><br>9th grade 64%<br><br>• English Learners 38%<br>• Socioeconomically Disadvantaged 50%<br>• Students with Disabilities 42%<br><br>10th grade 60%<br><br>• English Learners 31% | 9th grade 79%<br><br>• English Learners 55%<br>• Socioeconomically Disadvantaged 67%<br>• Students with Disabilities 60%<br><br>10th grade 73%<br><br>• English Learners 45%<br>• Socioeconomically Disadvantaged 60% |

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| | • Students with Disabilities 34%<br><br>11th grade 59%<br>• English Learners 33%<br>• Socioeconomically Disadvantaged 49%<br>• Students with Disabilities 32% | • Socioeconomically Disadvantaged 46%<br>• Students with Disabilities 32%<br><br>11th grade 60%<br>• English Learners 31%<br>• Socioeconomically Disadvantaged 46%<br>• Students with Disabilities 27% | • English Learners 27%<br>• Socioeconomically Disadvantaged 41%<br>• Students with Disabilities 27%<br><br>11th grade 57%<br>• English Learners 26%<br>• Socioeconomically Disadvantaged 43%<br>• Students with Disabilities 26% | • Socioeconomically Disadvantaged 45%<br>• Students with Disabilities 33%<br><br>11th grade 53%<br>• English Learners 25%<br>• Socioeconomically Disadvantaged 39%<br>• Students with Disabilities 26% | • Students with Disabilities 44%<br><br>11th grade 69%<br>• English Learners 43%<br>• Socioeconomically Disadvantaged 59%<br>• Students with Disabilities 42% |
| Dropout rates by race/ethnicity | District 6.5%<br>• African-American 10.6%<br>• Hispanic/Latino 10.2%<br>• Asian 2.2%<br>• White 7.3% | 2021 Outcomes<br>District 7.1%<br>• African-American 10%<br>• Hispanic/Latino 12.7%<br>• Asian 2.1%<br>• White 5.1% | 2022 Outcomes<br>District 5.6%<br>• African-American 4.7%<br>• Hispanic/Latino 10.2%<br>• Asian 1.6%<br>• White 4.6% | 2023 Outcomes<br>District 5.8%<br>• African-American 11.2%<br>• Hispanic/Latino 9.9%<br>• Asian 1.8%<br>• White 3.1% | District 1.5%<br>• African-American 5.6%<br>• Hispanic/Latino 5.2%<br>• Asian <1%<br>• White 2.3% |
| Dropout rates by program | District 6.5%<br>• Foster Youth 26.7%<br>• English Learners 14.5%<br>• Students with Disabilities 10.1% | 2021 Outcomes<br>District 7.1%<br>• Foster Youth 15.4%<br>• English Learners 14.2%<br>• Students with Disabilities 12.1% | 2022 Outcomes<br>District 5.6%<br>• Foster Youth 19%<br>• English Learners 13.2%<br>• Students with Disabilities 12.6% | 2023 Outcomes<br>District 5.8%<br>• Foster Youth 21.7%<br>• English Learners 12.6%<br>• Students with Disabilities 11.1% | District 1.5%<br>• Foster Youth 21.7%<br>• English Learners 9.5%<br>• Students with Disabilities 5.1% |

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| Efforts to build relationships and partnerships for student outcomes | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 3 Initial Implementation | For the 2021-22 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 3 Initial Implementation | For the 2022-23 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 3 Initial Implementation | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 3 Initial Implementation | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 4 Full Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 4 Full Implementation |
| Implementation of Academic Content Standards | Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards | For the 2021-22 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making | For the 2022-23 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making | Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted |

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| | and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 4 Full Implementation<br>• ELD - 3 Initial Implementation<br>• Math - 4 Full Implementation<br>• NGSS Science - 4 Full Implementation<br>• History-Social Science - 4 Full Implementation | instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 4 Full Implementation<br>• ELD - 3 Initial Implementation<br>• Math - 4 Full Implementation<br>• NGSS Science - 4 Full Implementation<br>• History-Social Science - 4 Full Implementation | instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 4 Full Implementation<br>• ELD - 3 Initial Implementation<br>• Math - 4 Full Implementation<br>• NGSS Science - 4 Full Implementation<br>• History-Social Science - 4 Full Implementation | instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 4 Full Implementation<br>• ELD - 4 Full Implementation<br>• Math - 3 Initial Implementation<br>• NGSS Science - 4 Full Implementation<br>• History-Social Science - 4 Full Implementation | academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 5 Full Implementation & Sustainability<br>• ELD - 4 Full Implementation<br>• Math - 5 Full Implementation & Sustainability<br>• NGSS Science - 5 Full Implementation & Sustainability<br>• History-Social Science - 5 Full Implementation & Sustainability |
| Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit | 0/.00% Total Teacher Misassignments<br>• 0/0.0% Vacant Teacher Positions<br>• 0/0.0% Misassignment of teachers of English Learners | **Data provided by the CDE for Year 2 is currently not available.** | **Data provided by the CDE for Year 3 is currently not available.** | For the 2022-23 school year<br>0/.00% Total Teacher Misassignments<br>• 0/0.0% Vacant Teacher Positions<br>• 22.8/2.4% Misassignment of teachers of English Learners | 0/.00% Total Teacher Misassignments<br>• 0/0.0% Vacant Teacher Positions<br>• 0/0.0% Misassignment of teachers of English Learners |

## Goal Analysis: Goal 2 Graduation Rate

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

In order for our students to make progress toward meeting graduation requirements, the actions listed were implemented to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile. Some of the action items listed as part of this goal varied in planned implementation given the nature of some of the action items are dependent on availability of staff and quantity of students in need. Additionally, this school year was marked by an elevated focus on addressing concerns related to safety given a violent incident that occurred at one of our school sites. It is important to note that action item 11 was removed from this three year LCAP cycle as part of the 2022-23 LCAP update. Also, action 12, which added an Associate Principal of Tiered Supports (APTS), was included as a new action as part of the development of the 2023-24 LCAP update.

For our goal analysis, we have grouped the actions into the following three areas:

**Area 1: Opportunities for academic acceleration and credit recovery so that all students make appropriate progress towards graduation and graduate college and career ready: Actions 1, 2, 3, 7, 9, and 10**

**Area 2: Learning environments focused on developing students' strategic thinking skills aligned to the graduate profile: Actions 4 and 8**

**Area 3: Development of a district wide approach in the areas of interventions and supports, and family engagement that will result in improved high school graduation rates for all students, but in particular our target student populations: Actions 5, 6, and 12**


**Area 1: Opportunities for academic acceleration and credit recovery so that all students make appropriate progress towards graduation and graduate college and career ready: Actions 1, 2, 3, 7, 9, and 10**

In order to reduce the number of students earning a D or an F at the end of the semester, our district has funded the offering of mini learning sessions that teachers can offer during extended breaks or vacations, as well as Saturdays, to students who need a little more time and attention to master specific content. The sessions are offered based on teacher availability and student interest. During the summer, teachers of a specific course can offer a mini learning session to students who earned an F or a D. During these summer mini learning sessions, teachers can reteach the material, tutor small groups of students, and allow for test retakes and resubmission of assignments so that the students' semester grades can be improved.

Throughout the school year and during the summer sessions, students have access to Paper.co, our district online tutoring service. For this school year, we had over 9000 live help sessions. However, there is a need to increase usage and target usage for our target student populations with greater intentionality.

We have continued to offer opportunities for academic acceleration/credit recovery during the school year by enrolling our students in online recovery classes offered during the school day, if the student has room in their schedule, after school or during the summer. We will use the CyberHigh platform through the end of summer school but have begun the process to transition to Edgenuity for fall 2024. Edgenuity offers a much more robust instructional program that will support our students' mastery of the content and skills for each course.

In alignment with AB 131, Foster Youth, McKinney Vento and Justice Engaged Youth will have priority enrollment to summer school classes, whether in person or online, to ensure they can graduate with their peers. We are also offering English Language Development courses this summer for English Learner Students who need to prepare themselves for grade level English classes. Overall for summer 2024, our plan is to offer 166 summer school classes funded by district funds (recovery, acceleration, 9th grade transition, ELD, and online recovery courses) In addition we will also offer 28 Extended School Year (ESY) courses for our students with disabilities who qualify, and various other sections funded at each school site at the discretion of the school principal paid with school funds.

During the summer of 2023, the decision to not renew No Red Ink (Action 7) was made in consultation with the English Curriculum Coordinator and the English Curriculum Committee made up of English Dept. Chairpeople representing each school site. The reasons behind the decision were the low usage of the Writer's Studio tool districtwide and the high usage of some of the tools that are available at no cost to school sites, so action 7 was not implemented. Also, action 10 was not implemented as we used Goal 6 Action 6 to meet the need for targeted tutoring of our Foster Youth and Homeless Youth.

**Area 2: Learning environments focused on developing students' strategic thinking skills aligned to the graduate profile: Actions 4 and 8**

To ensure new teachers can create a positive classroom environment that welcomes and supports our diverse student population, our district provides coaching support to Ed Specialist interns seeking Mild/Moderate and Moderate/severe authorizations. This intern support is provided by 2 instructional coaches with experience serving students with disabilities. They, along with the other four district instructional coaches, also serve as induction mentors to our newest teachers who need to participate in the two year induction program to clear their credential. During the 2023-24 school year, sixty six (66) teachers participated in the induction program.

The work to create a positive learning environment that develops our students' strategic thinking skills aligned to the graduate profile extends beyond the work with interns and new teachers and includes the unpacking of the priority standards for each course in each subject area. Over the course of the three-year cycle of this LCAP, the subject area coordinators have worked with teams of teachers to identify the priority standards for their subject area courses and began the unpacking of the standards. This unpacking includes identifying the key concepts, skills and vocabulary that a student will need to know to meet the standard for the class and pass the class. This process includes identifying the science and engineering practices listed in the Next Generation Science Standards, the mathematical practices of the Math Common Core Standards, and the literacy skills that need to be embedded in not just English courses but Social Studies as well as technical courses. The speed of the work has varied from one subject area to the next since all the work is being done after school or on weekends, and in conjunction with subject specific training sessions, textbook selection, and the work to create an Alternate Diploma Pathway for our students with extensive support needs.

To ensure parents are informed about their students' progress towards graduation as well as college and career preparation, our district community resource specialist as well as our parent and community specialists provide direct services to parents of our special student populations, including parents of English learner students. These services go beyond those listed in the LCAP (informing parents of school and district meetings, facilitating conversations between parents and school staff, facilitating and organizing parent workshops) to include working collaboratively with parents to address any barriers that prevent the students from attending school regularly. This collaboration can include working with outside social service agencies that can address a family's specific needs.

**Area 3: Development of a district wide approach in the areas of interventions and supports, and family engagement that will result in improved high school graduation rates for all students, but in particular our target student populations: Actions 5, 6, and 12**

To ensure alignment of our district wide implementation of MTSS, the MTSS TOSAS and the APTSs met monthly with district leadership starting in November of the 23-24 school year. During these meetings, we reviewed the Early Warning System (EWS) data and the SHAPE data after each grading period, discussed possible interventions for students at risk due to attendance, grades and/or behavior, and created specific school site plans to address the student needs highlighted in the marking period grade reports (Early Warning System -EWS). This intentional use of the data in the EWS helped staff understand the data better, engage in a deeper analysis of the data to hone in on specific groups of students with very specific needs. In some cases, this deep dive into the data resulted in referrals to the social workers, outside providers and school counselors so that students' specific needs , whether academic or social emotional, could be addressed. Furthermore, the work of the APTS, as described in action 12, allowed for an improved focus on instruction amongst the Principals. It is important to note that all positions were filled from the start and one of our high schools remained without a permanent position for the entire school year. This made full implementation difficult as we had to make adjustments with the one school as they were unable to complete all the tasks without an APTS.

Coordination and support of all learning options schools and programs, action 5, was not implemented as intended even with the late addition of a Coordinator of Student Supports. Although we were able to begin the work of addressing the specific needs of Foster Youth, English Learners, and Low-income students identified as needing Student Study Team (SST) plans, we did not clearly delineate support for our alternative learning options. Thus, action 5 will not continue as described within the 2023-24 LCAP.

Family engagement is essential to the success of our students and the work of our Parent Community Involvement Specialists (PCIS), as part of action 6, was implemented across all school sites. There is still room for improvement to ensure consistency with practices amongst all PCIS's.

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

The budgeted expenditures contained within this goal were based on calculations of an average salary and benefits cost for personnel. The contracts were also based on initial quotes for the scope of work described which changed in some cases given the actual work to be performed, and there were two action items that were not implemented. Hence, there was a difference between budgeted expenditures and estimated actual expenditures for the following actions contained within this goal:

**Action #1**: The difference between the budgeted expenditures and the estimated actual expenditures was due to an overestimate in the contract amount for the new online credit recovery platform.

**Action #2**: The difference between the budgeted amount and the estimated actuals for this action item was due to an increase in the hourly rate for summer school teachers as well as the difference between planned sessions versus actual sessions offered.

**Action #3**: For this action item, the difference between budgeted and actual estimated expenditures was due to the fact that some of the mini-session did not get coded the mini-sessions separate from summer school courses and the expenses were coded to action #2.

**Action #4**: Given the constraints within the school year with limited availability of substitutes, the work was done during staff's regular hours thus the minimal extra duty compensation. Additionally, the Subject Area Coordinators used the regularly scheduled departmental meetings to engage with this work. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. This resulted in the difference between budgeted and actual estimated expenditures. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #5**: Although this action item was not implemented as intended, the addition of the Coordinator of Student Supports to provide interventions, resulted in the difference between budgeted and actual estimated expenditures.

**Action #7**: This action item was not implemented and as a result there were no expenditures.

**Action #10**: This action item was not implemented and as a result there were no expenditures.

**Action #12**: For this action item, the difference between the budgeted and actual expenditures was due to late hiring and a vacancy that remained unfilled for the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

For all actions within this LCAP cycle, it is important to note the challenge in comparing and making use of year to year metrics in certain areas, especially graduation rates, considering legislation AB 104 which allowed for reduced graduation requirements and the use of Pass and No Pass as grades for 2021 and 2022 graduating classes.

For this goal, it is also important to note that of the 12 action items listed, 1 action was added as a new action, 1 action was removed, and three of the original actions were amended for the 2023-24 LCAP. Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the three areas listed below using graduation rates as one key measure, and in some cases, using other metrics that are directly linked to those actions.

**Area 1: Opportunities for academic acceleration and credit recovery so that all students make appropriate progress towards graduation and graduate college and career ready: Actions 1, 2, 3, 7, 9, and 10**

-Metrics connected to this area: CA Dashboard graduation rate, Local data on graduation rate, Enrollment in credit recovery programs, Drop Out rates

**Area 2: Learning environments focused on developing students' strategic thinking skills aligned to the graduate profile: Actions 4 and 8**

-Metrics connected to this area: Local Indicator Self-Reflection Tool, Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit

**Area 3: Development of a district wide approach in the areas of interventions and supports, and family engagement that will result in improved high school graduation rates for all students, but in particular our target student populations: Actions 5, 6, and 12**

-Metrics connected to this area: CA Dashboard graduation rate, Local data on graduation rate, Drop Out rates, School Climate/SEL survey, Local Indicator Self-Reflection Tool

**Area 1: Opportunities for academic acceleration and credit recovery so that all students make appropriate progress towards graduation and graduate college and career ready: Actions 1, 2, 3, 7, 9, and 10**

Actions 1, 2, 3, and 9 have been effective as evidenced by a slight increase in our local graduation data as well as an increase from 43% to 60% in the graduation rate of our Foster Youth. We also evidenced a decline in our dropout rates from 6.5% to 5.8%. Additionally, when you review the actions, these actions are developed to provide greater access to credit recovery opportunities for our students with a focus on our English Learners, Foster Youth, and Low-income students. The effectiveness of these actions is also evidenced in the 2769 students enrolled in summer school for the 2023 summer, the 47 learning loss mini-sessions provided for grade recovery, and the 3250 courses recovered through our online platform.

Although there have been both increases and decreases in graduation rates over the course of the three-year period, it is imperative that we continue with these actions. For the new LCAP cycle we plan to strengthen these actions by shifting how we approach summer school and all credit recovery opportunities. We will use our marking period reports (Early Warning System - EWS) to improve who and how we enroll students into these programs ensuring we are disaggregating by program status to target our Foster Youth, English Learners, Students with Disabilities, and Low-income students.

Actions 7 and 10 will now be removed as they were not implemented and have no basis for evaluation.

**Area 2: Learning environments focused on developing students' strategic thinking skills aligned to the graduate profile: Actions 4 and 8**

As we reflect and review data connected to this area, we find that actions 4 and 8 have been effective. The work to develop priority standards across all subject areas (Action 4) to ensure "progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught," as indicated in the local indicator self-reflection tool, is at full implementation for all core subject areas, with only Mathematics being at initial implementation, given the recent adoption of the new framework on July 12, 2023. In addition, the work to develop

priority standards has now led to unpacking these standards to include essential skills and vocabulary. The work of action 8 has shown to be effective given the number of teachers that are deemed as appropriately assigned given their credential, as well as the impact highly qualified teachers have on student outcomes. Additionally, when we assess the level of implementation through the local indicator self-reflection tool in the area of "progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks," all core subject areas, with exception of Mathematics (a new framework has recently been adopted), are at full implementation.

As we move forward with these actions, we will strengthen it by including the work to hone in on an instructional focus for 2024-25 along with an elevated focus on Math and ELA given the outcomes on the CA Dashboard. We will also look to measure the level of fidelity to implementation of instructional Tier 1 common assurances.

**Area 3: Development of a district wide approach in the areas of interventions and supports, and family engagement that will result in improved high school graduation rates for all students, but in particular our target student populations: Actions 5, 6, and 12**

Action 5 was amended twice during the three-year period as we struggled to identify the best approach to support our learning options. As part of this action, we were able to add a coordinator of student supports to address the specific needs of Foster Youth, English Learners, and Low-income students identified as needing Student Study Team (SST) plans at the start of the school year but we have not been able to collect data correlated to this addition as we just added it this school year. As part of the 2024-25 LCAP development process, action 5 as written will no longer remain as it did not meet our intended needs. However, we will continue to provide coordination of student supports and interventions as part of Goal 2 Action 12. Additionally, the support for our learning options will now take on a different approach as part of Goal 1 Action 18 in the 2024-25 LCAP.

For action 6, the work to engage with our families, in particular the families of our target populations, with the intent to ensure parents are informed of their students' academic progress and feel connected to our schools, has been effective. We can see this in the slight increase with our local graduation rate as well as the decrease in our dropout rate from 6.5% to 5.8%. Although we continue to be at the initial implementation on the local indicator self-reflection tool in the area of "efforts to build relationships and partnerships for student outcomes," we recognize the importance of continuing this work given the need. Additionally, the input collected from our educational partners via surveys and the community forums points to a need to continue with this action. Finally, we can see through our school climate survey that 91% of our responding families responded favorably to feeling connected to our schools, marking a 4 point increase.

Action 12, which added an Associate Principal of Tiered Supports (APTS), was a new action as part of the 2023-24 LCAP development process which makes it difficult to evaluate. In particular, it is important to note that not all positions were filled from the start and one of our high schools remained without a permanent position for the entire school year. However, an initial evaluation shows that the addition of the APTS at each of our comprehensive high schools has improved our use of data to identify students within our target student groups in need of additional academic support and provide the interventions needed. We plan to continue with this action item as part of the 2024-25 LCAP.

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

For the 2024-25 LCAP, Goal 2 will remain unchanged as graduation rate and progress toward graduation are important indicators for our students.

**Changes and/or modifications to actions will be as follows:**

**Action 1** will now be listed as action #6 and will only include Edgenuity as the online credit recovery platform. We will no longer use Cyber High.

**Action 2** will now become action #7 and will now include specific data to demonstrate need.

**Action 3** will be listed as action #8 and will include an SEL qualitative measure on student self-efficacy.

**Action 4** will now appear as action #3 and will be modified to move the work toward the next level of unpacking the standards with a focus on Math and ELA.

**Action 5** will be removed as an action item for this goal. However, the intended support for students enrolled in our learning options will continue within Goal 1 action #18.

**Action 6** will now be listed as action #9 and include connections to our student outcomes. In particular, it will focus on making the connection between parent engagement and improved student outcomes for our target student groups performing at the lowest levels on the CA Dashboard indicators.

**Action 7** will not continue into the 2024-25 LCAP.

**Action 8** will be modified to include emphasis on Tier 1 instruction and interventions for our student groups performing at the lowest levels on the CA Dashboard indicators and will now be listed as action #10.

**Action 9** will be adjusted to include a science metric as well as greater intentionality with how and by whom the tool is used. This action will now be listed as action #11.

**Action 10** will be removed.

**Action 11** was previously removed as part of the 2022-23 LCAP update.

**Action 12** will still be listed as action #12 with a slight modification to include the Coordinator of Student Supports which was previously added as part of action #5.

We will also be adding actions to address the student groups identified at the lowest performance levels on the CA Dashboard Indicators. Also, note that actions 1 and 15 from goal 1 will be shifted to goal 2 as part of the 2024-25 LCAP.

**As it pertains to metrics, we will add the following metrics:**

-SEL survey results

-Teachers participating in professional development

-Implementation level of evidence-based instructional practices and interventions

-Parent/Guardian participation rates at school and district events

-Utilization of credit recovery online platform

-Utilization of online tutoring services

-Summer school enrollment

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

# Goal 3: Achievement of English Language Learners

| Goal #3 | **Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.** (State Priorities addressed: Priority 1 Basic Services, Priority 2 State Standards, |
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| | Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access, Priority 8 Other Pupil Outcomes) |
|---|---|
| Description | We will redesign our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD program to assist them in developing their English language proficiency and reaching high levels of academic achievement. |

An explanation of why the LEA has developed this goal.

The input collected from our educational partners specifically noted the need to improve the academic performance of our English Learners, specifically that of our long-term ELs. Our data clearly indicates that our English Learners continue to perform at lower levels than their peers. Specifically, EL's graduation and A-G completion rates are below the district average and are among the lowest when compared with other student groups.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| English Language Learner Status and Change as measured by the CA Dashboard | 2019 CA Dashboard Indicators:<br><br>ELL Progress:<br><br>• Status = 45.7% low level<br>• ELA = Orange Status<br>• MATH = Red Status<br>• Graduation Rate = Yellow Status<br>• Suspension = Green Status<br>• College and Career Readiness = Orange Status | Due to COVID-19, the CA Dashboard Indicators were suspended. | 2022 CA Dashboard Indicators:<br><br>ELL Progress:<br><br>• Status = 43.5% low level<br>• ELA = very low status<br>• MATH = very low status<br>• Graduation Rate = low Status<br>• Suspension = medium status<br>• College and Career Readiness = not measured in 2022 | 2023 CA Dashboard Indicators:<br><br>ELL Progress:<br><br>• Status = Yellow 37.3%<br>• ELA = Orange 12% at or above standard<br>• MATH = Red 5% at or above standard<br>• Graduation Rate = Red 71.1%<br>• Suspension = Yellow 5.5%<br>• College and Career Readiness = Low 14.9% | English Language Learners will meet status and change criteria to fall in the high or very high status. |

| English Language Learners attaining English proficiency as measured by ELPAC overall score of 4 | There is no 2020 baseline data available due to the pandemic. | For 2020-21 20.4% of EL students who took the ELPAC had an overall score of 4. | For 2021-22 school year 17% of EL students who took the ELPAC had an overall score of 4. | For 2022-23 school year 15.9% of EL students who took the ELPAC had an overall score of 4. | 25% of ELLs will earn an overall score of 4 on the ELPAC |
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| English Learner Reclassification rate | For 2020, 11.8% of ELLs were reclassified | For 2021, 4.4% of ELLs were reclassified | For 2021-22, 6.6% of ELLs were reclassified | For 2022-23, 7.4% of ELLs were reclassified | 20% of ELLs will be reclassified |
| Access to a broad course of study | Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 798<br><br>• Math = 35.7%<br>• ELA = 40.5%<br>• Science = 39.3%<br><br>Enrollment in at least one AP/IB course:<br><br>• 9.5% English Learners | For the 2021-22 school year<br><br>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:<br><br>Total EL 11th graders = 902<br><br>• Math = 32.9%<br>• ELA = 44.1%<br>• Science = 23.1%<br><br>Enrollment in at least one AP/IB course:<br><br>• 11.6% English Learners | For the 2022-23 school year<br><br>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:<br><br>Total EL 11th graders = 1040<br><br>• Math = 33.3%<br>• ELA = 49.2%<br>• Science = 42.1%<br><br>Enrollment in at least one AP/IB course:<br><br>• 23.7% English Learners | For the 2023-24 school year<br><br>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:<br><br>Total EL 11th graders = 999<br><br>• Math = 32.1%<br>• ELA = 43.9%<br>• Science = 27.1%<br><br>Enrollment in at least one AP/IB course:<br><br>• 24.4% English Learners | Enrollment in 3rd year of Math and ELA at the 11th grade: Total EL 11th graders = 798<br><br>• Math = 45.7%<br>• ELA = 50.5%<br>• Science = 49.3%<br><br>Enrollment in at least one AP/IB course:<br><br>• 14.5% English Learners |
| Core course (ELA, Math, Science) pass rate as measured by grades of A,B, C | For 2020, 1st Semester ELA Pass Rate 51.5% Math Pass Rate 54.2% | For 2021, 1st Semester ELA Pass Rate 47.9% | For 2022, 1st Semester ELA Pass Rate 52.4% Math Pass Rate 45.5% | For 2023, 1st Semester ELA Pass Rate 53.2% Math Pass Rate 42.9% | ELA Pass Rate 61.5% Math Pass Rate 64.2% |

| | Science Pass Rate 51.5% | Math Pass Rate 49%<br><br>Science Pass Rate 56.9% | Science Pass Rate 50.3% | Science Pass Rate 53.2% | Science Pass Rate 61.5% |
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| Implementation of ELD Academic Content Standards | Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELD - 3 Initial Implementation<br><br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br><br>• ELD - 3 Initial Implementation<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.<br><br>• ELD - 4 Full Implementation | For the 2021-22 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELD - 3 Initial Implementation<br><br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br><br>• ELD - 3 Initial Implementation<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can | For the 2022-23 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELD - 3 Initial Implementation<br><br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br><br>• ELD - 3 Initial Implementation<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELD - 4 Full Implementation<br><br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br><br>• ELD - 4 Full Implementation<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction | Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELD - 4 Full Implementation<br><br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br><br>• ELD - 4 Full Implementation<br><br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. |

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| | | improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.<br>• ELD - 4 Full Implementation | and/or curriculum frameworks.<br>• ELD - 4 Full Implementation | to the recently adopted academic standards and/or curriculum frameworks.<br>• ELD - 4 Full Implementation | • ELD - 5 Full Implementation & Sustainability |
| Properly Credentialed Teachers in ELD courses | 100% of teachers assigned to teach ELD courses are properly credentialed | For the 2021-22 school year<br><br>100% of teachers assigned to teach ELD courses are properly credentialed | For the 2022-23 school year<br><br>100% of teachers assigned to teach ELD courses are properly credentialed | 2023-2024 update<br><br>100% of teachers assigned to teach ELD courses are properly credentialed | 100% of teachers assigned to teach ELD courses are properly credentialed |
| Efforts to seek parental input in decision-making | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.<br>• Rating = 2 Beginning Development<br><br>Rate the LEA's progress in providing all families with | For the 2021-22 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to | For the 2022-23 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 4 Full Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.<br>• Rating = 3 Initial Implementation |

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| opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 2 Beginning Development | effectively engage in advisory groups and decision-making.<br>• Rating = 2 Beginning Development<br><br>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 2 Beginning Development | • Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 2 Beginning Development | groups and decision-making.<br>• Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 3 Initial Implementation | Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 3 Initial Implementation |

## Goal Analysis: Goal 3 Achievement of English Learners

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

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

Redesigning our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD programs to assist them in developing their English language proficiency and reaching high levels of academic achievement has been a priority for our District. Although we have made gains in this area, we continue to be at an emerging level with the level of implementation of all the actions listed for this goal. The challenges brought forth by competing demands on our system made it difficult for our district to fully implement all the actions listed.

For our goal analysis, we have grouped the actions into the following four areas:

**Area 1: Placement and support for short-term English Learners (newcomer) students: Actions 1, 2, and 4**

**Area 2: Parent/Guardian Communication: Action 3**

**Area 3: Acceleration of the reclassification of English Language Learners: Action 7**

**Area 4: Professional Development: Actions 6 and 8**

**[Actions 5 and 9 of this goal were amended and are included as part of Actions 6 and 7]**


**Area 1: Placement and support for short-term English Learners (newcomer) students: Actions 1, 2, and 4**

Our initial plan to work with WestEd during the 23-24 school year to refine and systematize our placement process for Newcomer and Short Term English Language Learner students, had to be revised for two reasons: 1) An internal review of our current district created placement process for Newcomer and Short Term English Language Learner students revealed that over 95% of the initial placement was in alignment with the results of the initial ELPAC test, and 2) there was an urgency to research and adopt standards aligned instructional materials for the English Language Development classes in which this particular student population would be scheduled. This urgency was corroborated by the results of the 2022 WestEd English Language Learner Program review. As a result we continued using the district created placement test and contracted with WestEd to provide professional development for the ELD textbook selection committee and to lead the process for piloting and selection of appropriate instructional materials for our ELD 1, ELD 2 and ELD courses.

The work to ensure the placement and success of English learners into core and advanced classes has been three-fold:

1) Every spring, the Teacher on Special Assignment for ELL Instruction will use the data charts provided by Dept. of Data, Assessment and Accountability to recommend placement of all incoming 9th grade English Learner students into core grade level classes with their English proficiency/English only peers. The practice in our district has been to place English Language Learners into SDAIE content classes, which separated the students from their non-EL peers. The placement chart will be shared every spring with all counselors and Associate Principals so they can refine the placement for incoming 9th graders.

2) This school year, our TOSA for ELL Instruction has provided multiple professional development sessions to our district schools, and specific departments within the schools. The topics have included instructional strategies to scaffold and differentiate instruction for English Language Learner students, and

3) In alignment with the WestEd recommendations to restructure our English Language Development Program (ELD), all our district comprehensive high schools now offer ELD courses and serve their own student population. To support this particular population of students who have been in the country fewer than 3 years, we exceeded our original plan to hire only 16.5 bilingual para-educators this year. For the 2023-2024 school year, we hired a total of 20 bilingual para-educators, two short of the 22 needed to have 2 bilingual paras per comprehensive school site.

**Area 2: Parent/Guardian Communication: Action 3**

Key to the success of all our students, in particular our English Language Learner students, is parent involvement. We have been able to fund stipends to at least 2 classified staff members per school to provide primary language support to parents in Spanish and Vietnamese. This school year, over 26 staff receive bilingual stipends to support members of the two largest language groups in our district: Spanish and Vietnamese. We also provide interpretation and translation services in other languages through a contract with an outside provider.

**Area 3: Acceleration of the reclassification of English Language Learners: Action 7**

To accelerate English language acquisition and proficiency for our English Language Learner students, we provided smaller class environments for our English Language Learner students newly arrived in the country and for our short and long term in EL students enrolled in the designated ELD 4 support class. This smaller environment supports the acceleration of our ELL students' English proficiency skills by ensuring more individualized support for the students.

The clerical support to assist in the reclassification process of our EL students has been key in ensuring all aspects of the reclassification process are completed in a timely manner to improve our reclassification outcomes districtwide.

**Area 4: Professional Development: Actions 6 and 8**

To continue the support for teachers who work with our English learner students, the teacher on special assignment for EL instruction continued providing professional development to sites and one-to-one support to teachers. This school year (2023-2024), six of our sites: Mt. Pleasant, Piedmont Hills, Santa Teresa, W.C. Overfelt, and Calero received professional development on research-based strategies that support MTSS Tier I instruction and academic language instruction. These professional development sessions were done as a schoolwide and/or by subject and had over 90% teacher participation. Sessions included SDAIE strategies for instruction, formative assessment, and comprehensible input. Academic vocabulary instruction and academic frames were also part of the sessions to support students in the language development in all modes of communication in core subject areas. In addition, W.C. Overfelt received professional development tailored for their EL academy program. The sessions included interacting instructional practices from CDE's *Improving Education for Multilingual and English Learner Students*. Similarly, Calero received additional tailored professional development designed for their site goal to increase EL reclassification. These sessions supported the site around the ELPAC assessment and reclassification criteria.

As we expanded our designated ELD program to all of our sites, our bilingual paraeducator number increased in order to support students in core classes. Our TOSA for EL instruction also offered professional development for all our bilingual paraeducators. These sessions focused on knowing our ELL student population, students' assets, formative assessment strategies, and student support during instruction. There was 100% bilingual paraeducators participation. With the expansion of our designated ELD program, the Science subject area coordinator facilitated a professional developed session as well. Science teachers districtwide participated in this session tailored specific for their subject. With the success of this PD, the same session was repeated for some sites whose teachers couldn't attend the first one.

This year, the TOSA for EL instruction continued to support teachers throughout the district on one-on-one bases. Even though the number of teachers participating in one-on-one support decreased, those teachers who participated benefited from collaboration, lesson planning ideas, scaffolding, and differentiating for ELL students.

As we work towards building our services to serve ELL students and families as well as aligning our district to the EL Roadmap, the ELD coordinator, along with the ELD department chairs has begun the work of reviewing the EL Roadmap and Admin Tool Kit volumes. Currently, we are working on changing old practices regarding designated ELD grading and acceleration.

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

The budgeted expenditures contained within this goal were based on calculations of an average salary and benefits cost for personnel. Additionally, the contracts were also based on initial quotes for the scope of work described which changed in some cases given the actual work to be performed. Hence, there was a difference between budgeted expenditures and estimated actual expenditures for the following actions contained within this goal:

**Action #1**: The work to improve on our intake process of our newcomer students was done during staff's regular work hours. There was minimal extra duty time expended and this resulted in the difference between budgeted Expenditures and estimated Actual Expenditures. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. This resulted in the difference between budgeted and actual estimated expenditures. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #2**: Similar to action #1, the work described within this action item was done during the regular work hours of our personnel with no after hour work for extra compensation coded to this action item. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. This resulted in the difference between budgeted and actual estimated expenditures. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #3**: The difference between the budgeted amount and the estimated actuals for this action item was due to an increased need for interpretation and translation services.

**Action #4**: For this action item, the budgeted amount was based on an estimated cost for salary and benefits, thus the difference between the budgeted amount and the actual expenditures. Once positions were filled, staff were placed according to the salary schedule.

**Action #8**: Similar to actions 1 and 2, the work described within this action item was done during the regular collaboration time of our personnel with no after hour work for extra compensation coded to this action item. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. This resulted in the difference between budgeted and actual estimated expenditures. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

Note that there were no expenditures for original actions 5 and 9 as they were amended to be included as part of other actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

In evaluating the effectiveness or ineffectiveness of the actions associated with this goal, our analysis is based on a review of all the metrics listed as part of this goal as well as input collected from our educational partners. For this goal, it is important to note that of the 9 original action items, 7 were amended as part of the 2023-24 LCAP process. There are metrics for our English Learners that provide evidence that we are moving in the right direction and have identified the appropriate actions for improving the level of achievement of our English Learners. Additionally, we will evaluate the actions organized in the following areas using additional metrics listed for each:

**Area 1: Placement and support for short-term English Learners (newcomer) students: Actions 1, 2, and 4**

-Metrics connected to this area: Access to core courses, School Climate/SEL survey results

**Area 2: Parent/Guardian Communication: Action 3**

-Metrics connected to this area: Local Indicator Self-Reflection Tool, School Climate/SEL survey results, Graduation rate

**Area 3: Acceleration of the reclassification of English Language Learners: Action 7**

-Metrics connected to this area: Local Indicator Self-Reflection Tool, Reclassification rate, Properly Credentialed Teachers in ELD courses

**Area 4: Professional Development: Actions 6 and 8**

-Metrics connected to this area: Local Indicator Self-Reflection Tool, Access to core courses, Graduation rate, Reclassification rate

**Area 1: Placement and support for short-term English Learners (newcomer) students: Actions 1, 2, and 4**

Our Instructional Services team led by the English Language Development TOSA have continued to improve the placement process for our newcomer students (action 1) which includes an assessment of English proficiency. This process continues to be a collaborative process between the school site staff and district office staff. Daily, the district Assessment Clerks test the oral proficiency of any student who could be a short term English Learner and the ELD Coordinator scores the reading and writing assessments and uses this information to recommend placement in all core classes. The goal has been to provide school site staff with the information they need to place EL students into the correct classes right away. This streamlined process has worked well for students and the school sites. Additionally, the work of the placement charts (action 2) has supported our goal to integrate our English Learners across all general education courses and not separated into SDAIE courses with only EL students enrolled. When we review our metrics, we can see a slight growth in the percentage of English Learners accessing higher level courses in English and we see a greater increase in the percentage of EL students accessing AP courses, with a growth from 9.5% to 24.4%.

The work of the bilingual paraeducators (action 4) has been effective as indicated by student and parent/guardian input collected noting the high level of satisfaction with the primary language support provided to students and as evidenced in the increase to core course enrollment as well as school climate survey results which indicate 57% of responding English Learners responded favorably to "feeling happy at school" compared to 54% of all responding students. Thus, we will continue with actions 2 and 4 as we have assessed them as effective. Action 1 will be embedded into other actions as part of the 2024-25 LCAP.

### Area 2: Parent/Guardian Communication: Action 3

This action is deemed effective and necessary as we have an obligation to provide translation and interpretation services to our non-English speaking parents/guardians so they are able to meaningfully participate in the education of their children. The input collected from our educational partners via our surveys and community forums indicates the value of providing this service for our families. A review of our School Climate survey results shows 93% of responding families, identified as families of English Learners, responded favorably to feeling connected to our schools. Also, when reviewing the level of implementation on the local indicator self-reflection tool in the area of "building the capacity of and supporting family members to effectively engage in advisory groups and decision-making," we have shifted to initial implementation from our baseline of beginning development. Lastly, although our graduation rate for our EL students has fluctuated from year to year, our local continuous enrollment graduation rate for English Learners has increased from 86.2% to 91.4% indicating our capacity to support students when they are actively enrolled with us.

### Area 3: Acceleration of the reclassification of English Language Learners: Action 7

Providing designated ELD courses for both our Short-term (STELs) and Long-term (LTELs) English Learners is required as part of a comprehensive EL program and ensuring that they are taught by appropriately credentialed teachers is key. This action item is effective as evidenced by 100% of teachers being appropriately credentialed to teach ELD, and although there have been declines in the reclassification rate of English Learners from the original baseline, we have started to see a growth as indicated by the 2021-2022 to 2022-2023 growth of 6.6% to 7.4%. We will continue with this action item and look to increase our reclassification rate as we have now shifted to full implementation in the area of "instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught" for ELD.

### Area 4: Professional Development: Actions 6 and 8

Providing professional development for teachers of English Learners (ELs) is instrumental to meeting our goal of improving English proficiency and overall academic success of our ELs. Actions 6 and 8 addressed our plans for PD and upon reflection and review of metrics are deemed effective. The level of effectiveness is evidenced by the shift to full implementation on the local indicator self-reflection tool in the areas "instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught" and "professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks" in ELD. Additionally, we can point to a slight growth in the percentage of English Learners accessing higher level courses in English and we see a greater increase in the percentage of EL students accessing AP courses, with a growth

from 9.5% to 24.4%. And, although our graduation rate for our EL students has fluctuated from year to year, our local continuous enrollment graduation rate for English Learners has increased from 86.2% to 91.4% indicating our capacity to support students when they are actively enrolled with us and the importance of ensuring staff is supported in their work to implement evidence based Tier I instruction and interventions.

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

For the 2024-25 LCAP, this goal will remain the same and given the actions were deemed effective as described in the above prompt we will continue with the indicated changes.

**Changes and/or modifications to actions will be as follows:**

Action 1 will now be included as part of other actions within the new LCAP, specifically within action #5 of goal 3.

Action 2 will now be listed as action #5 and include the work to support Newcomer students.

Action 3 will now be identified as action #7 with no changes.

Action 4 is now listed as action #10 within the new LCAP and will remain the same with only the addition of the reclassification metric.

Action 5 was previously amended to be combined with action #7 and will no longer exist as a singular action item.

Action 6 is now listed as action #1 within the 2024-25 LCAP and will add a focus on the needs of our Long-term English Learners.

Action 7 will shift to action #4 as part of the 2024-25 LCAP and will include the related actions from the previously removed action #5.

Action 8 as described will continue with an intentional tracking of extra duty compensation coded to this item and will now be listed as action #2.

Action 9 was removed as part of the 2023-24 LCAP update and the action items were shifted to actions #6 and #7 within the same goal and the coordinator position shifted to goal 1 action #14 as part of the same update. For 2024-25, this action item will no longer exist and the shifted actions have been explained in other sections.

As part of the 2024-25 LCAP development, we will be adding actions to address the indicators where English Learners were identified at the lowest performance levels on the CA Dashboard Indicators.

**As it pertains to metrics, we will add the following metrics:**

-A-G completion rates disaggregated by STELs and LTELs

-Graduation rates disaggregated by STELs and LTELs

-Survey Results for Self-Efficacy and School Connectedness (percent favorable)

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

# Goal 4: Behavior Responses

| Goal #4 | Establish and sustain healthy school cultures through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions. (State Priorities addressed: Priority 3 Parental Involvement, Priority 6 School Climate) |
|---|---|
| Description | Through the implementation of MTSS, we will focus on building school cultures where schoolwide expected behaviors are developed, explicitly taught, and acknowledged when expectations are met. We will continue to develop our Uniform Behaviors Response (UBR) matrix to ensure consistency in discipline practices, support positive student-staff relationships and ensure equitable practices when responding to student behavior. We will also work to develop social emotional skills so that both students and adults positively respond to social, mental or environmental stressors. |

An explanation of why the LEA has developed this goal.

As a district we continue to see disproportionality in our behavior data. Our Hispanic, African American, and Students with Disabilities are suspended at higher rates than other students. Additionally, our survey data indicates that students do not feel connected to an adult at their school and there is still room for improvement when it comes to students feeling connected to their school sites. The input gathered from our educational partners also pointed to a need to focus on restorative approaches to student behavior and a need to continue building relationships with all students.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
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| Suspension Rate Status and Change as measured by the CA Dashboard | Due to the pandemic there is no available data. | Due to COVID-19, the CA Dashboard Indicators were suspended. | 2022 CA Dashboard Indicators<br><br>All Students = low status 3.4 %<br><br>• Foster Youth = very high status 17.9% | 2023 CA Dashboard Indicators<br><br>All Students = Yellow 3.7%<br><br>• Foster Youth = Orange 13.3% | We will meet status and change criteria for suspension rate to be in the very low or low status. |

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| | | | • African American - very high status 10.9%<br>• Homeless Youth = high status 8.8%<br>• Students with Disabilities = high status 8.3% | • African American = Yellow 7.8%<br>• Homeless Youth = Yellow 7.5%<br>• Students with Disabilities = Yellow 7.7% | |
| Office Behavior Referrals | 61.6% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 73.4% of defiance referrals<br>• African-American students make up 3.3% of defiance referrals<br>• Asian students make up 15.8% of defiance referrals | **As of 5-10-22**<br><br>52.4% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 77.13% of defiance referrals<br>• African-American students make up 4.6% of defiance referrals<br>• Asian students make up 8.4% of defiance referrals | For the 2021-22 full school year<br><br>51.2% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 77.4% of defiance referrals<br>• African-American students make up 4.4% of defiance referrals<br>• Asian students make up 7.3% of defiance referrals | For the 2022–23 full school year<br><br>30.1% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 84.4% of defiance referrals<br>• African-American students make up 2.7% of defiance referrals<br>• Asian students make up 4.9% of defiance referrals | 51.6% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 63.4% of defiance referrals<br>• African-American students make up 2.3% of defiance referrals<br>• Asian students make up 14.8% of defiance referrals |
| Overall Suspensions | Total Suspensions 1209<br><br>Unduplicated count of students suspended 815<br><br>Suspension Rate 3.5%<br><br>Percent of students suspended with one suspension 73.1% | **Update as of 1-28-22 because Distance Learning in 20-21 eliminated student discipline events.**<br><br>Total Suspensions 738 | For the 2021-22 full school year<br><br>Total Suspensions 1284<br><br>Unduplicated count of students suspended 819<br><br>Suspension Rate 3.6% | For the 2022-23 full school year<br><br>Total Suspensions 1387<br><br>Unduplicated count of students suspended 889 | Total Suspensions 1088<br><br>Unduplicated count of students suspended 734<br><br>Suspension Rate 2.5%<br><br>Percent of students suspended with one suspension 63.1% |

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| | Percent of students with multiple suspensions 26.9% | Unduplicated count of students suspended 532<br><br>Suspension Rate 2.4%<br><br>Percent of students suspended with one suspension 80.2%<br><br>Percent of students with multiple suspensions 19.2% | Percent of students suspended with one suspension 67.9%<br><br>Percent of students with multiple suspensions 32.1% | Suspension Rate 4%<br><br>Percent of students suspended with one suspension 67.9%<br><br>Percent of students with multiple suspensions 32.1% | Percent of students with multiple suspensions 16.9% |
| Suspensions by race/ethnicity | Total Suspensions 1209<br>• African-American 107<br>• Hispanic/Latino 824<br>• Asian 104<br><br>Unduplicated count of students suspended 815<br>• African-American 55<br>• Hispanic/Latino 556<br>• Asian 86<br><br>Suspension rate 3.5%<br>• African-American 9.9%<br>• Hispanic/Latino 5.3%<br>• Asian 1% | **As of 1-28-22**<br>Total Suspensions 739<br>• African-American 45<br>• Hispanic/Latino 574<br>• Asian 45<br><br>Unduplicated count of students suspended 532<br>• African-American 35<br>• Hispanic/Latino 407<br>• Asian 37<br><br>Suspension rate 2.4%<br>• African-American 8.6%<br>• Hispanic/Latino 3.9%<br>• Asian 0.4% | For the 2021-22 full school year<br>Total Suspensions 1284<br>• African-American 73<br>• Hispanic/Latino 992<br>• Asian 64<br><br>Unduplicated count of students suspended 819<br>• African-American 49<br>• Hispanic/Latino 619<br>• Asian 49<br><br>Suspension rate 3.6%<br>• African-American 11.3%<br>• Hispanic/Latino 5.8%<br>• Asian 0.6% | For the 2022-23 full school year<br>Total Suspensions 1387<br>• African-American 51<br>• Hispanic/Latino 1107<br>• Asian 99<br><br>Unduplicated count of students suspended 889<br>• African-American 34<br>• Hispanic/Latino 691<br>• Asian 77<br><br>Suspension rate 4%<br>• African-American 8.4%<br>• Hispanic/Latino 6.6%<br>• Asian 1% | Total Suspensions 1088<br>• African-American 97<br>• Hispanic/Latino 742<br>• Asian 94<br><br>Unduplicated count of students suspended 734<br>• African-American 50<br>• Hispanic/Latino 501<br>• Asian 78<br><br>Suspension rate 2.5%<br>• African-American 8%<br>• Hispanic/Latino 4%<br>• Asian .5% |

| Suspensions by program | Total Suspensions 1209 | As of 1-28-22 | For the 2021-22 full school year | For the 2022-23 full school year | Total Suspensions 1088 |
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| | <ul><li>English Language Learners 294</li><li>Foster Youth 42</li><li>Socioeconomically disadvantaged 877</li><li>Students with Disabilities 448</li></ul>Unduplicated count of students suspended 815<ul><li>English Language Learners 199</li><li>Foster Youth 19</li><li>Socioeconomically Disadvantaged 570</li><li>Students with Disabilities 264</li></ul>Suspension rate 3.5%<ul><li>English Language Learners 5%</li><li>Foster Youth 16%</li><li>Socioeconomically disadvantaged 4.5%</li><li>Students with Disabilities 10.2%</li></ul> | Total Suspensions 739<ul><li>English Language Learners 204</li><li>Foster Youth 19</li><li>Socioeconomically disadvantaged 501</li><li>Students with Disabilities 268</li></ul>Unduplicated count of students suspended 532<ul><li>English Language Learners 149</li><li>Foster Youth 12</li><li>Socioeconomically Disadvantaged 362</li><li>Students with Disabilities 175</li></ul>Suspension rate 2.4%<ul><li>English Language Learners 3.7%</li><li>Foster Youth 15%</li><li>Socioeconomically disadvantaged 3.5%</li></ul> | Total Suspensions 1284<ul><li>English Language Learners 373</li><li>Foster Youth 28</li><li>Socioeconomically disadvantaged 936</li><li>Students with Disabilities 489</li></ul>Unduplicated count of students suspended 819<ul><li>English Language Learners 241</li><li>Foster Youth 16</li><li>Socioeconomically Disadvantaged 590</li><li>Students with Disabilities 265</li></ul>Suspension rate 3.6%<ul><li>English Language Learners 5.4%</li><li>Foster Youth 19.3%</li><li>Socioeconomically disadvantaged 5.3%</li><li>Students with Disabilities 9.4%</li></ul> | Total Suspensions 1387<ul><li>English Language Learners 462</li><li>Foster Youth 23</li><li>Socioeconomically disadvantaged 995</li><li>Students with Disabilities 437</li></ul>Unduplicated count of students suspended 889<ul><li>English Language Learners 285</li><li>Foster Youth 9</li><li>Socioeconomically Disadvantaged 626</li><li>Students with Disabilities 247</li></ul>Suspension rate 4%<ul><li>English Language Learners 6.2%</li><li>Foster Youth 14.8%</li><li>Socioeconomically disadvantaged 5.7%</li></ul> | <ul><li>English Language Learners 265</li><li>Foster Youth 38</li><li>Socioeconomically disadvantaged 790</li><li>Students with Disabilities 404</li></ul>Unduplicated count of students suspended 734<ul><li>English Language Learners 180</li><li>Foster Youth 10</li><li>Socioeconomically Disadvantaged 513</li><li>Students with Disabilities 238</li></ul>Suspension rate 2.5%<ul><li>English Language Learners 4%</li><li>Foster Youth 11%</li><li>Socioeconomically disadvantaged 3.5%</li><li>Students with Disabilities 8%</li></ul> |

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| | | • Students with Disabilities 7.1% | | • Students with Disabilities 8.9% | |
| Expulsions | Number of expulsions = 9<br><br>• Expulsion rate = 0.05%. | **As of 1-28-22**<br>Number of expulsions = 13<br><br>• Expulsion rate = 0.06%. | For the 2021-22 full school year<br>Number of expulsions = 21<br><br>• Expulsion rate = 0.1% | For the 2022-23 full school year<br>Number of expulsions = 21<br><br>• Expulsion rate = 0.1% | Number of expulsions = 5<br><br>• Expulsion rate = 0.02% |
| Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, and student relationships | School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 67%<br>• 9th grade 74%<br>• 10th grade 66%<br>• 11th grade 63%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 67%<br>• 9th grade 69%<br>• 10th grade 69%<br>• 11th grade 66%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school): | Fall 2021 survey administration<br><br>School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 54%<br>• 9th grade 57%<br>• 10th grade 54%<br>• 11th grade 52%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 60% | Fall 2022 survey administration<br><br>School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 52%<br>• 9th grade 52%<br>• 10th grade 50%<br>• 11th grade 50%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 58%<br>• 9th grade 61%<br>• 10th grade 57%<br>• 11th grade 58% | Fall 2023 survey administration<br><br>School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 53%<br>• 9th grade 56%<br>• 10th grade 51%<br>• 11th grade 52%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 59% | School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 77%<br>• 9th grade 84%<br>• 10th grade 76%<br>• 11th grade 73%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 77%<br>• 9th grade 79%<br>• 10th grade 79%<br>• 11th grade 76%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school): |

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| | • All students 16%<br>• 9th grade 18%<br>• 10th grade 15%<br>• 11th grade 15% | • 9th grade 62%<br>• 10th grade 59%<br>• 11th grade 59%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br><br>• All students 20%<br>• 9th grade 21%<br>• 10th grade 18%<br>• 11th grade 19% | Student Relationships (students responding favorably to feeling connected to an adult at school):<br><br>• All students 21%<br>• 9th grade 18%<br>• 10th grade 19%<br>• 11th grade 20% | • 9th grade 61%<br>• 10th grade 59%<br>• 11th grade 58%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br><br>• All students 24%<br>• 9th grade 20%<br>• 10th grade 22%<br>• 11th grade 25% | • All students 26%<br>• 9th grade 28%<br>• 10th grade 25%<br>• 11th grade 25% |
| Efforts to build relationships | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community | For the 2021-22 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>• Rating = 4 Full Implementation | For the 2022-23 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>• Rating = 4 Full Implementation<br><br>Rate the LEA's | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>• Rating = 5 Full Implementation & Sustainability<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community |

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| • Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | Rate the LEA's progress in creating welcoming environments for all families in the community<br>• Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | environments for all families in the community<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | progress in creating welcoming environments for all families in the community<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 5 Full Implementation & Sustainability<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 4 Full Implementation |

## Goal Analysis: Goal 4 Behavior Responses

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

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

This year, we experienced a violent act at one of our high schools, and as a result we elevated our focus to addressing the needs and concerns that surfaced as a result of this. Some of the action items listed as part of this goal varied in planned implementation given the nature of some of the action items are dependent on availability of staff and quantity of students in need and the need to address the safety concerns that surfaced.

For our goal analysis, we have grouped the actions into the following four areas:

**Area 1: Mental Health and Wellness Services and Programmatic Supports for Students: Actions 1, 2, 5, and 8**

**Area 2: Professional Development for Staff: Actions 4 and 6**

**Area 3: Coordination and Implementation of Interventions and Supports: Actions 3 and 7**

**Area 4: Safe, Welcoming, and Positive School Climate: Actions 9, 10, and 11**


**Area 1: Mental Health and Wellness Services and Programmatic Supports for Students: Actions 1, 2, 5, and 8**

There has been an immense amount of focus on the coordination of system wide implementation of Restorative Practices and Mental Health & Wellness support structures using an MTSS framework. In the 2022-2023 school year, we launched our Coordinated Care Team meetings which allowed for a whole child approach in addressing the needs of our students. In the 2023-2024 school year, we had the new associate principal of tiered supports lead this work in partnership with the site social workers. This action item has allowed us to expand our mental health services to more of a whole child approach; therefore, addressing behavior as well. The work of the social workers and the social work district lead (actions 1 and 2) has been implemented as described with a continued increase in student referrals for mental health and socioemotional support.

Our plan to provide staffing to serve incoming 9th graders who were challenged in making the transition to high school from middle school (action 5) at each of our comprehensive high schools was not fully implemented as only 6 of our schools were able to identify a teacher to take on this role.

We have trained all APAs on how to conduct a re-entry meeting (action 8). They also include staff from our community partners, probation, department of children and family services and any other agency who works with the student are included in the re-entry meeting. For students who are transitioning out of juvenile hall back into school, the Student Support & Transition Specialist facilitates a meeting at the district office with the director of student services and the student's support team to discuss safety, academics, and decide on the best placement. We also have hired 3 positive behavior social workers who work with the APAs to support the students who have had behavioral challenges. These three social workers were piloted at Independence, Andrew Hill and James Lick high schools. We will review data to determine whether we will increase the number of positive behavior social workers to other sites.

**Area 2: Professional Development for Staff: Actions 4 and 6**

This year we continued to focus on training all staff on student discipline guided by education code as opposed to only focusing on the UBR (action 4). We contracted with an educational attorney who provided multiple training sessions for principals, APAs, APTS, student advisors and any staff who is part of the

expulsion panel. In addition to that, there was an optional offering to teachers and parents/caregivers to participate in student discipline training. The UBR is something we are moving towards utilizing as our behavior guide.

For action 6, we were able to train three members to be Restorative Practitioners and we have trained three cohorts of staff composed of administrators, certificated and classified staff. We planned for a tiered training process, where all admin, student advisors, MTSS TOSAs and social workers were trained first and then we would plan for an intentional and aligned roll out for our teachers and other staff. This is in alignment with our Tier I positive school climate and culture plan that includes SEL, school wide lessons and the California Standards for Teaching Profession. The rollout to all staff has been slow given the need to complete training for leads first, as well as the need to plan and provide community forums to address the safety concerns connected to the violent incident at the start of the school year.

In addition to the restorative practices training, many staff have participated in the National Compadres Network La Cultura Cura Circles training which is a culturally relevant curriculum focused on student empowerment through a framework of healing. We have created learning communities, La Cultura Cura, led by our district social worker and our district Parent & Community Involvement Specialist to support the 55 staff who have been trained in the NCN model.

The training of staff on restorative practices and culturally relevant curriculum has allowed for staff to work through a strengths based approach when working with students and families. The goal is to create healing centered school sites through an empowerment model where all staff respond positively to the social-emotional, behavioral and academic needs of students which will positively impact attendance of all students, reduce negative behaviors and ultimately increase graduation rates for all students. There are specific healing circles facilitated in both Spanish and English for parents/guardians of English Language learners, for students who have attendance and behavioral challenges.

The one element that was not implemented was the teacher on special assignment to support staff in the areas of self-care and mindfulness. This position was vacated and we were unable to fill it.

### Area 3: Coordination and implementation of interventions and supports: Actions 3 and 7

As part of action 7, we have continued partnering with New Hope for Youth to have additional staff at some sites while increasing services to other sites. We have also continued our partnership with The City Peace Project. Through these partnerships, we are able to have support through their street outreach team where our students receive gang prevention, mentoring and prosocial activities extended beyond the school day. We have also increased our mental health contracts where students undergoing the expulsion process have access to Telehealth mental health services. Our increased yoga and art therapy contracts have been our Tier II interventions where all sites have access to these services.

In addition to increasing our contracts, we have developed training for our community partner staff to attend to ground them on the work of our district, our equitable communities stance and best practices on supporting students from an MTSS framework. This is a difficult action item to assess through one metric; however, the collaboration has allowed us to collaborate together effectively on communication with parents/guardians to support student safety and discuss school placement, in addition, there has been an increase in communication about potential major incidents and collaboration to prevent them. The community partners have trained our administrators on the work that they do around youth engagement, gang impacted students and best practices on collaborating with community partners.

The coordination of student services, supports, and interventions as described in action 3 was implemented fully, and as result of increased need to provide alternative placement for some of our students challenged with behavior, we had to add a contract with our local community day school.

### Area 4: Safe, Welcoming, and Positive School Climate: Actions 9, 10, and 11

Our efforts to ensure we provide a safe, welcoming, and positive school climate as described within actions 9, 10, and 11 were implemented fully. In particular, we were intentional in our use of data (action 9) as a means to inform our practices and provide information to our community. During the monthly principals

and APA meetings, we have reviewed our discipline data, examined referrals, reason for referrals and responses to the behaviors. In noticing any trends, the administrators would collaborate and come up with a plan to address the concerns. This work is in alignment with our student discipline training and our MTSS framework to utilize other means of correction and restorative alternatives to suspensions. In the 2023-24 school year, our APTS has ensured that the school year began with most of our school sites conducting schoolwide lessons to explicitly teach behavior expectations to all students. The sites that had both an APTS and MTSS TOSA, were able to implement the schoolwide lessons with fidelity. It is key to note that as part of action 9 we decided to add a contract service with West Ed to conduct a safety audit as a response to the safety concerns that surfaced.

Action 10 was a new action item that was added as part of the 2022-23 LCAP update. Although there were vacancies for the added staffing during the 2022-23 school year, we were able to fully staff, and as a result, fully implement the action item for 2023-24. The student advisor, campus monitor and the positive behavior social worker have helped the site tremendously. The alignment with the various role groups and the MTSS framework, coupled with the additional associate principal of tiered supports has impacted the school climate in a positive way.

The additional campus monitor per school site (action 11) has allowed for our campuses to increase areas for supervision and provide another adult for students to seek out should they need support. And although not all sites were fully staffed with their additional campus monitor from the start of the school year, we were able to fully implement the action item before the end of the first semester. This added staff member has also allowed for a sense of increased safety.

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

The budgeted expenditures contained within this goal were based on calculations of an average salary and benefits cost for personnel. Additionally, the contracts were also based on initial quotes for the scope of work described which changed in some cases given the actual work to be performed. Hence, there was a difference between budgeted expenditures and estimated actual expenditures for the following actions contained within this goal:

**Action #3**: The difference between budgeted and estimated actual amounts for this action item was due to the addition of services for our students needing an alternative placement at a community day school.

**Action #4:** For this action item, we did not utilize all the allocated funds for extra duty as some of the trainings were conducted during regular school hours. Additionally, we came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. This resulted in the difference between budgeted and actual estimated expenditures. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #5:** The difference between budgeted and estimated actual amounts for this action item was a result of some sites not being able to identify a staff for the 9th grade transition program.

**Action #6:** The initial budgeted amount was based on an estimate of the number of staff who would participate in the full days of professional development. Once the actual PD days were completed we were able to get an accurate count of staff participation with actual cost per staff. Additionally, we did not fill the 1.0 FTE TOSA.

**Action #7:** The contract amounts were estimates when the budget was created and once we finalized contracts, the actual contract amounts were higher. Additionally, we added other contracts to enhance services for our students. This resulted in the difference between budgeted and estimated actual amounts for this action item.

**Action #8:** The initial work to develop a restorative reentry program was taken on by existing staff as part of their regular work hours and thus, there were no expenses for this action item. We also came across a tracking issue with timesheets for extra duty that has impacted this action item as well as other action items across the entire plan where extra duty is noted as part of the action. This resulted in the difference between budgeted and actual estimated expenditures. We are working on developing a way to track extra duty so that it is applied to the correct goal and action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #9:** We added the safety audit contract to this item as a response to the safety concerns that surfaced and as a result, the expenditures for this item are higher than what we budgeted.

**Action #10:** Budgeted amounts for this item were based on projected salary and benefits and once the staffing was identified and correctly placed on the salary schedule, it resulted in a need for less allocation. We also were unable to secure a contract for PD.

**Action #11:** This was a new action item for the 2023-24 school year and as such, personnel costs were estimated. Also, not all positions were filled at the start of the school year, resulting in the difference between budgeted amounts and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

We recognize that there is work to be done in eliminating the disproportionate outcomes yet we are confident that the actions listed as part of this goal will continue to yield improved outcomes for all students if executed with fidelity. The actions listed are grounded in the MTSS framework and focus on building school cultures where schoolwide expected behaviors are developed, explicitly taught, and acknowledged when expectations are met.

For this goal, it is important to note that of the 11 action items listed, 1 action was added as a new action for the 2022-23 LCAP update, 1 action was added as a new action for the 2023-24 LCAP update, and four of the original actions were amended for the 2023-24 LCAP. Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the four areas listed below using suspension rates as one key measure, and in some cases, using other metrics that are directly linked to those actions.

**Area 1: Mental Health and Wellness Services and Programmatic Supports for Students: Actions 1, 2, 5, and 8**

-Metrics connected to this area: Suspension rates, Behavior referrals, School Climate/SEL Survey

**Area 2: Professional Development for Staff: Actions 4 and 6**

-Metrics connected to this area: Suspension rates, Behavior referrals, Local Indicator Self-Reflection Tool

**Area 3: Coordination and Implementation of Interventions and Supports: Actions 3 and 7**

-Metrics connected to this area: Suspension rates, Behavior referrals, Local Indicator Self-Reflection Tool

**Area 4: Safe, Welcoming, and Positive School Climate: Actions 9, 10, and 11**

-Metrics connected to this area: Local Indicator Self-Reflection Tool, Suspension rates, Behavior referrals, School Climate/SEL Survey


**Area 1: Mental Health and Wellness Services and Programmatic Supports for Students: Actions 1, 2, 5, and 8**

The actions within this area have been effective as evidenced by a reduction in suspension rates as measured by the CA Dashboard for target student groups including Foster Youth (from 17.9% to 13.3%), Homeless Youth (from 8.8% to 7.5%), and SWDs (from 8.3% to 7.3%). We also saw a reduction in referrals

issued for defiance from our baseline of 61.6% to 30.1%. It is important to note that providing mental health and wellness services as well as programmatic supports for students is instrumental in addressing the whole child needs as part of our implementation of MTSS. Additionally, the input collected from our educational partners calls for continued mental health and wellness support through social worker contacts and use of our calming spaces (actions 1 and 2). The work of our 9th grade transition program (action 5) is essential to providing academic and behavioral support to our incoming 9th graders identified as requiring transition assistance and has contributed to the positive outcomes as indicated above. And when we review the SEL survey responses, we note that 79% of responding students indicated a favorable response to having supportive relationships at school.

The restorative reentry model (action 8) has positively impacted our school climate and culture. Through this model, we have worked closely with probation officers to schedule a multidisciplinary team meeting to discuss safety and school placement. The collaboration has allowed us to minimize any major safety concerns while also supporting the needs of our students. This action item will be integrated into other action items within this same goal for the 2024-25 LCAP.

### Area 2: Professional Development for Staff: Actions 4 and 6

Building staff's capacity in the areas of Trauma-informed Care, Compassion Fatigue and Restorative Practices (action 4) as well as Behavior/Discipline Education Code in alignment with the Uniform Behavior Responses Matrix -UBR (action 6) is important to the successful implementation of MTSS, and in particular, Tier 1 behavior and socioemotional practices. Although many of our metrics do not show improvement, we can point to measures where there was improvement as an indication that we are moving in the right direction and have identified the appropriate actions. Thus, as result of a reduction in suspension rates for target student groups and a decrease in the number of referrals for defiance, as well as a shift to full implementation on the local indicator self-reflection tool in the area of "progress in creating welcoming environments for all families in the community," these action are deemed as effective.

### Area 3: Coordination and Implementation of Interventions and Supports: Actions 3 and 7

Coordination and implementation of student supports (action 3) and collaboration with partners (action 7) are important to progressing toward meeting our overarching goal of establishing and sustaining healthy school cultures through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions. For evidence of the level of effectiveness of these actions, we refer to the same metrics as with the actions listed as part of area 1: a reduction in suspension rates for target student groups and a decrease in the number of referrals for defiance, as well as a shift to full implementation on the local indicator self-reflection tool in the area of "progress in creating welcoming environments for all families in the community." Furthermore, it is important to note the connection and overlap of all the actions that together contribute to the progress in attaining our goal.

### Area 4: Safe, Welcoming, and Positive School Climate: Actions 9, 10, and 11

A review of the following metrics: Local Indicator Self-Reflection Tool, Suspension rates, Behavior referrals, School Climate/SEL Survey show that actions contained within this area have been effective. We saw a reduction in suspension rates as measured by the CA Dashboard for target student groups including Foster Youth (from 17.9% to 13.3%), Homeless Youth (from 8.8% to 7.5%), and SWDs (from 8.3% to 7.3%). We also saw a reduction in referrals issued for defiance from our baseline of 61.6% to 30.1%. Our local indicator self-reduction tool noted a shift to full implementation in the area of "progress in creating welcoming environments for all families in the community," and 81% of responding students responded favorably in the area of safety on our school climate survey.

Although our intent was to pilot the added staffing for Independence as part of action 10 for only two years, the added staff has contributed positively to student outcomes. In particular, the positive behavior social worker who works closely with the APA to case manage students who have had behavioral challenges has contributed to a significant decrease in suspensions this school year. It is important to note that this action item in conjunction with the work to implement the MTSS framework including schoolwide lessons, connecting students to services, utilizing the Early Warning System, and providing restorative practices training have made an impact on student outcomes.

Our ability to collect and analyze qualitative data, relies on having a tool to do so. Action 9 has allowed us to survey students, families, and staff to gain insight as to perceptions in various areas. This is a valuable tool and as such has been deemed effective.

Finally, action 11 was a new action added as part of the 2023-24 LCAP development and will need more time to fully assess its level of effectiveness. However, educational partner input has clearly indicated safety and increased supervision as an area of focus which this action item can address.

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

As a district, we continue to struggle with our disproportionate outcomes when it comes to behavior referrals and suspensions. Although we seek to implement more restorative practices as part of providing other means of corrections for our students, there is a lack of tangible interventions to support students and staff. Thus, we plan to be more strategic for the 2024-25 school year to support administrators in utilizing other means of correction, including, but not limited to restorative tools.

For the 2024-25 LCAP, we will continue with the goal (with a different title) to establish and sustain healthy school cultures through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions. Given the actions were deemed effective as described in the above prompt we will continue with the indicated changes.

**Changes and/or modifications to actions will be as follows:**

**Actions 1 and 2** will now be combined and listed as action 1 for the 2024-25 LCAP.

**Action 3** will remain the same and will now be listed as action 2.

**Action 4** will continue as last amended but will now be integrated into actions 3 and 4 of the new 2024-25 LCAP.

**Action 5** will now be listed as action 9.

**Action 6** now becomes action 3 and includes a focus on student groups identified at the lowest level on the CA Dashboard for suspensions.

**Action 7** will now be listed as action 5 and will include additional partnerships.

**Action 8** will be removed as an isolated action and be integrated into a new action as part of the 2024-25 LCAP.

**Action 9** will continue as action 6.

**Action 10** will now be listed as action 8.

**Action 11** will remain and shift to become action 7.

As part of the 2024-25 LCAP development, we will be adding actions to address the suspension indicator for student groups at the lowest level as per the CA Dashboard as well as addressing the safety concerns that have been identified.

**As it pertains to metrics, we will add the following metrics:**

-Care team referrals

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

# Goal 5: Attendance and Chronic Absenteeism

| Goal #5 | Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school. (State Priorities addressed: Priority 1 Basic Services, Priority 3 Parental Involvement, Priority 5 Pupil Engagement, Priority 6 School Climate) |
|---|---|
| Description | Through our MTSS framework, we will establish tiered supports and outreach to ensure students are attending school. We will implement Tier 1 universal strategies to maintain students engaged, address student needs at the Tier 2 level, and provide intensive support for students needing additional, targeted, individual interventions at the Tier 3 level. Additionally, we will work to develop a comprehensive approach to family engagement to ensure students and their families receive the support and resources needed. |

An explanation of why the LEA has developed this goal.

Although our overall attendance rate is above 95%, there are student groups that experience higher rates of chronic absenteeism and thus require additional outreach and intervention. Educational partners' input indicated that families need support in understanding attendance reporting processes as well as information about learning options available to students who may need alternative settings for engagement and learning.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Percentage of students who are chronically absent by race/ethnicity | All students 13.2%<br><br>• African-American 19.8%<br>• Hispanic/Latino 20.3%<br>• Asian 4.3% | 2020-21 Outcomes<br><br>All students 11.5%<br><br>• African-American 19.3%<br>• Hispanic/Latino 19.8%<br>• Asian 2.7% | 2021-22 Outcomes<br><br>All students 21.2%<br><br>• African-American 29%<br>• Hispanic/Latino 32.8%<br>• Asian 7% | 2022-23 Outcomes<br><br>All students 23.9%<br><br>• African-American 35.6%<br>• Hispanic/Latino 37.2%<br>• Asian 7.9% | All students 3.2%<br><br>• African-American 9.8%<br>• Hispanic/Latino 10.3%<br>• Asian <1% |
| Percentage of students who are chronically absent by program | All students 13.2%<br><br>• English Language | 2020-21 Outcomes<br><br>All students 11.5% | 2021-22 Outcomes<br><br>All students 21.2%<br><br>• English Language Learners 28.4% | 2022-23 Outcomes<br><br>All students 23.9%<br><br>• English Language | All students 3.2%<br><br>• English Language Learners 8.8% |

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|---|---|---|---|---|---|
| | • Learners 18.8%<br>• Foster Youth 37.1%<br>• Socioeconomically disadvantaged 16.9%<br>• Students with Disabilities 29.3% | • English Language Learners 20.3%<br>• Foster Youth 56.3%<br>• Socioeconomically disadvantaged 17.6%<br>• Students with Disabilities 28.4% | • Foster Youth 66.7%<br>• Socioeconomically disadvantaged 29.8%<br>• Students with Disabilities 38.9% | • Learners 35.6%<br>• Foster Youth 59.6%<br>• Socioeconomically disadvantaged 35.1%<br>• Students with Disabilities 44% | • Foster Youth 27.1%<br>• Socioeconomically disadvantaged 6.9%<br>• Students with Disabilities 19.3% |
| District P2 attendance rate | 2020-21 P2 attendance rate 96.11% | 2021-22 P2 attendance rate 91.92% | 2022-23 P2 attendance rate 91.94% | 2023-24 P2 attendance rate 95% | P2 attendance rate 98% |
| Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, and student relationships | School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 67%<br>• 9th grade 74%<br>• 10th grade 66%<br>• 11th grade 63%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): | Fall 2021 survey administration<br><br>School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 54%<br>• 9th grade 57%<br>• 10th grade 54%<br>• 11th grade 52%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 60%<br>• 9th grade 62% | Fall 2022 survey administration<br><br>School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 52%<br>• 9th grade 52%<br>• 10th grade 50%<br>• 11th grade 50%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 58%<br>• 9th grade 61% | Fall 2023 survey administration<br><br>School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 53%<br>• 9th grade 56%<br>• 10th grade 51%<br>• 11th grade 52%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes | School Connectedness (students responding favorably to feeling connected and a sense of belonging):<br><br>• All students 77%<br>• 9th grade 84%<br>• 10th grade 76%<br>• 11th grade 73%<br><br>Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):<br><br>• All students 77%<br>• 9th grade 79%<br>• 10th grade 79% |

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| | • All students 67%<br>• 9th grade 69%<br>• 10th grade 69%<br>• 11th grade 66%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br>• All students 16%<br>• 9th grade 18%<br>• 10th grade 15%<br>• 11th grade 15% | • 10th grade 59%<br>• 11th grade 59%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br>• All students 20%<br>• 9th grade 21%<br>• 10th grade 18%<br>• 11th grade 19% | • 10th grade 57%<br>• 11th grade 58%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br>• All students 21%<br>• 9th grade 18%<br>• 10th grade 19%<br>• 11th grade 20% | and feeling they are treated fairly):<br>• All students 59%<br>• 9th grade 61%<br>• 10th grade 59%<br>• 11th grade 58%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br>• All students 24%<br>• 9th grade 20%<br>• 10th grade 22%<br>• 11th grade 25% | • 11th grade 76%<br><br>Student Relationships (students responding favorably to feeling connected to an adult at school):<br>• All students 26%<br>• 9th grade 28%<br>• 10th grade 25%<br>• 11th grade 25% |
| Efforts to build relationships | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families | For the 2021-22 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families | For the 2022-23 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families |

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| • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>• Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>• Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 3 Initial Implementation | respectful relationships with families<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to | • Rating = 5 Full Implementation & Sustainability<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>• Rating = 5 Full Implementation & Sustainability<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 4 Full Implementation |

| | | | | families | |
| | | | | • Rating = 3 <br>Initial Implementation | |
| School Facilities in Good Repair as measured by FIT report | 9 Instances where Facilities did not meet the "Good Repair" standard <br><br>Note: Data used in 2021-22 was entered incorrectly. | For the 2020-21 school year <br><br>22 Instances where Facilities did not meet the "Good Repair" standard | For the 2021-22 school year <br><br>185 Instances where Facilities did not meet the "Good Repair" standard | For the 2022-23 school year <br><br>178 Instances where Facilities did not meet the "Good Repair" standard | 0 Instances where Facilities did not meet the "Good Repair" standard |

## *Goal Analysis: Goal 5 Attendance and Chronic Absenteeism*

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

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

Some of the action items listed as part of this goal varied in planned implementation given the nature of some of the action items are dependent on availability of staff and quantity of students in need. Additionally, this school year was marked by an elevated focus on addressing concerns related to safety given a violent incident that occurred at one of our school sites.

It is important to note that of the six original action items, 1 was amended as part of the 2022-23 LCAP update and 3 were amended as part of the 2023-24 LCAP update. For our goal analysis, we have grouped the actions into the following two areas:

**Area 1: Attendance Support: Actions 1, 3, and 4**

**Area 2: Support for re-engagement, resources, and removal of barriers to attendance: Actions 2, 5, and 6**

**Area 1: Attendance Support: Actions 1, 3, and 4**

The addition of Child Welfare and Attendance Support counselors at our smaller continuation schools (action 1) has worked well. The counselors participated in professional development to create attendance plans for students who received truancy letters with the goal of preventing truancy issues at these schools. These counselors are also responsible for submitting SARB referrals and continuing to support the students with the highest truancy issues. This action was implemented across the designated sites as described.

Although the intent with action 3 was to provide extra duty compensation for attendance support actions such as home visits and personalized phone calls, we found that existing staff was doing this as part of their regular duties during regular school hours and the same issue with timesheet tracking surfaced with this action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and

5, Goal 6 Action 2). We still believe this is an appropriate action and will look to improve our practices of coding extra duty compensation as well as explicitly noting the added tasks that need to be completed after hours when families may be more accessible.

In order to provide attendance support, it is imperative that we have a reliable tool to monitor and track attendance, generate reports, and send notifications to families. The change to A2A (action 4) allowed for the improved monitoring of attendance and the more timely receipt of notifications by families.

### Area 2: Support for re-engagement, resources, and removal of barriers to attendance: Actions 2, 5, and 6

This school year, we continued to struggle with students who would come to school but not attend classes and an increase in our chronic absenteeism rates. We recognized a need to engage and re-engage with students as well as provide resources and remove any barriers to attendance. Action 2 added health clerks across our school sites and was key in addressing any health needs that were impacting students ability to attend school on a regular basis. We have an increased number of students on home hospital instruction as a result of increased mental health issues amongst our students. We have a total of 42 English language learners on HHI. The home hospital instruction program is dependent on the district nurse. The additional health clerks allowed for more support at the school sites with ensuring that students, specifically McKinney Vento and newcomer students had access to health care to obtain their immunizations.

In alignment with our other LCAP goals, we have been working to create restorative school communities where students can feel welcomed and supported regardless of what space they access and for what situation. As a result, we have continued our restorative SARB model (action 5) to address barriers to attendance and provide a support plan. The same issues surfaced with this item as with other items where extra duty was listed: 1) some of the work was done by existing staff as part of their regular duties and 2) timesheet tracking was a challenge (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

Recognizing that transportation may be a barrier to attending school for some of our students, and in particular, for our target groups of English Learners, Foster Youth, and Low-income students we were able to provide bus passes on a monthly basis to students needing assistance.

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

The budgeted expenditures contained within this goal were based on calculations of an average salary and benefits cost for personnel. Additionally, the contracts were also based on initial quotes for the scope of work described which changed in some cases given the actual work to be performed. Hence, there was a difference between budgeted expenditures and estimated actual expenditures for the following actions contained within this goal:

**Action #1**: When planning the budget for this item, we used an average cost for the positions. Once the staff were placed on the salary schedule, we were able to have a more accurate amount for the expense related to this action item.

**Action #2**: With the addition of the health clerks across all sites, the budgeted amount was based on estimated personnel costs as we did not know who would take on the role. Once hired, staff was placed appropriately on the salary schedule resulting in expenditures being slightly less than what was budgeted.

**Action #3**: Given the scope of the work described in this action item is the primary work of multiple staff already funded through our general fund, the amount expended was zero. The amount of funds used for this action item depend on the availability of staff to work after hours. Also, timesheet tracking surfaced with this action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #4**: The difference for this item was due to the new contract being more than originally budgeted for.

**Action #5**: The difference between budgeted and actual funding amounts was due to existing staff completing the work described within this item. There were no expenses incurred for this item as the SARB meetings were planned and conducted during staff's regular work hours. The amount of funds used for this action item depend on the availability of staff to work after hours. Also, timesheet tracking surfaced with this action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #6**: Expenses for this action item are dependent on the number of students needing bus passes each month. We budgeted based on a projected number and as a result we utilized less than what was budgeted.

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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For this goal, it is important to note that of the 6 action items listed, 1 action was amended as part of the 2022-23 LCAP update, and three of the original actions were amended for the 2023-24 LCAP. Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of the actions categorized into the two areas listed below using chronic absenteeism rates as one key measure, and in some cases, using other metrics that are directly linked to those actions.

**Area 1: Attendance Support: Actions 1, 3, and 4**

-Metrics connected to this area: Absenteeism rates, Local Indicator Self-Reflection Tool, School Climate/SEL Survey, P2 Attendance rate

**Area 2: Support for re-engagement, resources, and removal of barriers to attendance: Actions 2, 5, and 6**

-Metrics connected to this area: Absenteeism rates, Local Indicator Self-Reflection Tool, School Climate/SEL Survey, P2 Attendance rate

**Area 1: Attendance Support: Actions 1, 3, and 4**

Our data indicates that we are not making progress toward increasing student attendance for our most at need student populations. Unfortunately, our chronic absenteeism rate has been increasing over the course of this LCAP cycle for all students. Although our data indicates we continue to struggle with attendance outcomes, the action items listed within this goal, aligned with our day to day attendance work, and implemented to fidelity, will result in improved outcomes for our students. A few measures to review to demonstrate a potential for progress and thus rationale for continuing with these action items are as follows:

-Local Indicator Self-Reflection Tool shifting to full implementation in the area of "creating welcoming environments for all families in the community."

-SEL survey results indicating a growth in the percentage, from 16% to 20%, of responding students selecting a favorable response when asked about "feeling connected to an adult at school."

-P2 attendance rate improving to 95%.

For the 2024-25 LCAP, we will seek to improve upon these actions.

**Area 2: Support for re-engagement, resources, and removal of barriers to attendance: Actions 2, 5, and 6**

Similar to the evaluation provided for area 2 above, we recognize that our data points demonstrate a continued struggle with regular attendance for our students and in particular for our students identified as Foster Youth, Low-income, and English Learner. However, we will continue to work towards the planned goal by ensuring implementation of the MTSS framework and continuing with the listed actions as part of this area. We will need to make adjustments for the 2024-25

LCAP in this area, yet we believe the actions, with some modifications and if implemented to fidelity, will produce improved results. A few measures to review to demonstrate a potential for progress and thus rationale for continuing with these action items are as follows:

-Local Indicator Self-Reflection Tool shifting to full implementation in the area of "creating welcoming environments for all families in the community."

-SEL survey results indicating a growth in the percentage, from 16% to 20%, of responding students selecting a favorable response when asked about "feeling connected to an adult at school."

-P2 attendance rate improving to 95%.

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

Similar to previous school years, there has been a high need for Tier III services, as many students who are chronically absent have many barriers. The goal for next year is to continue our work around implementing Tier I with fidelity and to respond to attendance issues in a more timely manner.

For the 2024-25 LCAP, we will continue with the goal as written with some changes and additions to the actions.

**Changes and/or modifications to actions will be as follows:**

Action 1 will continue as described with the addition of metrics for target student populations.

Action 2 will remain unchanged.

Action 3 will now be integrated into a new action as part of the 2024-25 LCAP.

Action 4 will now be listed as action 3 and will continue as amended during the 2023-24 LCAP update.

Action 5 remains unchanged.

Action 6 will continue and will include added metrics.

As part of the 2024-25 LCAP development, we will be adding actions to address the attendance incentives, professional development, and family engagement.

**As it pertains to metrics, we will remove the following metrics:**

-School Facilities in Good Repair as measured by FIT report as it does not contribute any relevance to this action item

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

# Goal 6: Achievement of Homeless Youth and Foster Youth

| Goal #6 | **Engage with and connect our homeless youth and foster youth and their families to appropriate staff, academic and mental health and wellness support and interventions, and programmatic learning options to increase student attendance, academic achievement, and overall emotional and physical well being.** (State Priorities addressed: Priority 1 Basic Services, Priority 3 Parental Involvement, Priority 5 Pupil Engagement, Priority 6 School Climate) |
|---|---|

| | |
|---|---|
| Description | Through our MTSS framework, we will establish tiered supports and outreach to ensure our homeless students are attending school and receiving the support and interventions they need to experience success. We will implement Tier 1 universal strategies to maintain student engagement, address student needs at the Tier 2 level, and provide intensive support for students needing additional, targeted, individual interventions at the Tier 3 level. Additionally, we will work to develop a comprehensive approach to family engagement to ensure students and their families receive the support and resources needed. |

An explanation of why the LEA has developed this goal.

This goal is required as our data has indicated that we have not met the achievement and performance indicators for our homeless youth and our foster youth. Specifically, our homeless youth and foster youth have graduation and A-G completion rates that are far below our district average and there is significant disparity in the outcomes for these students when compared to other student groups. It is important to note that the action items included as part of this goal are inclusive of English Learners and Low-income students as there is intersectionality when designating a student as homeless and/or as a foster youth. A homeless youth may be an English Learner and/or a Low-income student. A foster youth may be an English Learner and/or a Low-income student.

# Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| UC/CSU A-G Course Completion | 2020-21 Data<br><br>All students 52.8%<br><br>• Homeless Youth 18.9% | New goal added for 2022-23, outcome data will be reported in Spring 2023 | 2021-22 Data<br><br>All students 52.8%<br><br>• Homeless Youth 14%<br>• Foster Youth 9.1% | 2022-23 Data<br><br>All students 54.4%<br><br>• Homeless Youth 19%<br>• Foster Youth 21.4% | All students 63%<br><br>• Homeless Youth 50%<br>• Foster Youth 50% |
| Graduation rate | 2020-21 Data<br><br>All students 83.8%<br><br>• Homeless Youth 54.9% | New goal added for 2022-23, outcome data will be reported in Spring 2023 | 2021-22 Data<br><br>All students 90%<br><br>• Homeless Youth 65.1%<br>• Foster Youth 52.4% | 2022-23 Data<br><br>All students 87%<br><br>• Homeless Youth 64.9%<br>• Foster Youth 60.9% | All students 96%<br><br>• Homeless Youth 70%<br>• Foster Youth 70% |

| Dropout rate | 2020-21 Data<br><br>District 7.1%<br><br>• Homeless Youth 24.3% | New goal added for 2022-23, outcome data will be reported in Spring 2023 | 2021-22 Data<br><br>All students 5.6%<br><br>• Homeless Youth 22.5%<br>• Foster Youth 19% | 2022-23 Data<br><br>All students 5.8%<br><br>• Homeless Youth 13.8%<br>• Foster Youth 21.7% | District 1.5%<br><br>• Homeless Youth <10%<br>• Foster Youth <10% |
|---|---|---|---|---|---|
| Suspensions | As of 1-28-22<br><br>District 2.4%<br><br>• Homeless Youth 5.7% | New goal added for 2022-23, outcome data will be reported in Spring 2023 | 2021-22 Data<br><br>All students 3.6%<br><br>• Homeless Youth 8.8%<br>• Foster Youth 19.3% | 2022-23 Data<br><br>All students 4%<br><br>• Homeless Youth 7.9%<br>• Foster Youth 14.8% | District 2.5%<br><br>• Homeless Youth 2.5%<br>• Foster Youth 2.5% |
| Chronic Absenteeism Rate | 2020-21 Data<br><br>All students 11.5%<br><br>• Homeless Youth 34.2% | New goal added for 2022-23, outcome data will be reported in Spring 2023 | 2021-22 Data<br><br>All students 21.2%<br><br>• Homeless Youth 46.5%<br>• Foster Youth 66.7% | 2022-23 Data<br><br>All students 23.9%<br><br>• Homeless Youth 43.6%<br>• Foster Youth 59.6% | All students 3.2%<br><br>• Homeless Youth <10%<br>• Foster Youth <10% |

## Goal Analysis: Goal 6

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

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

This was a new goal as part of the 2022-23 LCAP development, and although, each of the other goals have always included homeless youth and foster youth as target student groups, having this goal that explicitly focuses on two of our most at need student groups has surfaced the need to be more intentional about how we work with our homeless youth, foster youth, and their families. It is important to note that the action items listed throughout the plan as part of the first 5 goals are inclusive of these two student groups. The additional action items listed as part of this explicit goal were intended to hone in on the needs of our foster youth and homeless youth. As with other action items listed for our other goals, the varying levels of implementation were a result of staff bandwidth limitations, insufficient time, and need for improved coordination.

Also, it is important to note that with the changes to the 2024-25 LCAP process, this goal will no longer be a part of the new LCAP but will revert to actions identified throughout the other goals to target the needs of our Foster Youth and Homeless Youth

For analysis of this goal, we have grouped the actions into one area that encompasses them all:

Area 1: Academic, Socioemotional, and Attendance Support: Actions 1, 2, 3, 4, 5, 6, and 7

Our foster youth and unhoused students receive additional support to ensure they are successful. Our Student Transition and Support Specialists work with our foster youth to ensure they are on track for graduation and collaborate with teachers. Our school counselors provide targeted support for our unhoused and foster youth. For summer 2024, all of our unhoused and foster youth students have access to credit recovery options without having to go through the traditional process. Counselors met with each unhoused and foster youth to determine if the students were interested in participating in summer school and what classes to enroll them in. The additional support that our foster youth and unhoused students receive is needed. The students have high needs and all of the additional support that sites can provide is essential. As a part of action 5 were able to add social workers at two of our school sites to work with our Foster and Homeless Youth experiencing behavioral issues.

The expanded partnerships to support our unhoused students and foster youth has provided increased collaboration with our DFCS and Probation department. This has allowed for our community partners to provide support to our students in the evenings, weekends and summers. There have been on site group support, case management and mentorship. Through this partnership, we see a decrease in major incidents on campuses and ultimately has impacted our suspension rates for these populations.

Our foster youth and unhoused students had access to on demand online tutoring and in person tutoring through contracted service providers. In addition, there was push in tutoring at two of our schools with the highest number of foster youth and unhoused students. The push-in tutoring allowed for the tutors to go into the freshman transition program and the sophomore support program to provide additional support. The foster youth also had access to 1:1 executive functioning support to help students work on basic skill development.

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

The budgeted expenditures contained within this goal were based on calculations of an average salary and benefits cost for personnel. Additionally, the contracts and supplies expenditures were also based on initial quotes for the scope of work and initial quantities. Hence, there was a difference between budgeted expenditures and estimated actual expenditures for the following actions contained within this goal:

**Action #1**: This action item was under budget as there was limited staff availability for after hours work.

**Action #2**: Given the scope of the work described in this action item is the primary work of multiple staff already funded through our general fund, the amount expended was zero. The amount of funds used for this action item depend on the availability of staff to work after hours. Also, timesheet tracking surfaced with this action item (other action items impacted: Goal 1 Actions 6,8, and 9, Goal 2 Action 4, Goal 3 Actions 1, 2, and 8, Goal 4 Actions 4 and 8, Goal 5 Actions 3 and 5, Goal 6 Action 2).

**Action #3**: This action item was budgeted on an estimated number of students who would need transportation support in the form of monthly bus passes. The actual estimated expenditures are a result of a more accurate count of students hence the difference.

**Action #4**: When we budgeted for this item, we used estimated amounts for contract services and once the contracts were finalized we had a more accurate accounting. This contributed to the difference in budgeted amounts and actual expenditures.

**Action #5**: This is an action item where we added positions to address specific needs at two of our high schools and as a result we see a great difference in what was actually expended versus what we originally budgeted.

**Action #6**: We were able to secure a tutoring contract after the start of the school year and as such we see less expenditures than what we originally budgeted.

**Action #7**: This action item is based on the needs of students as they surface and because of this we estimate a budget that may not be expended, thus the difference between the budgeted amount and the actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our foster youth and homeless youth are included across all of our other goals within this plan, and as such, the action items listed for the first 5 goals are inclusive of our two target groups. The action items listed for this goal are specific to meeting the needs of our foster youth and homeless youth, and although our data indicates that we have not made significant progress in key indicators for our two target groups, with exception of the graduation rate and A-G rate for our Foster Youth, it is important to note the emerging level of progress as it relates to key actions.

Our approach to evaluate the effectiveness or ineffectiveness of actions will be done through an evaluation of all the actions combined under one area using the key performance indicators of graduation rate, A-G rate, suspension rates, and chronic absenteeism rates.

Area 1: Academic, Socioemotional, and Attendance Support: Actions 1, 2, 3, 4, 5, 6, and 7

The actions are deemed effective, even if there are metrics that show a decrease for Homeless Youth, as this goal was only in effect starting with the 2022-23 school year. Specifically, we can point to Foster youth graduation rate increasing from 52.4% to 60.9% and for our unhoused students it remained the same. The additional attendance support, mental health and the transportation support for the foster youth and unhoused students have helped improve their chronic absenteeism rate. Homeless students' chronic absenteeism rate went from 46.5% in 2021-2022 to 43.6% in 2022-2023. Similarly, foster youth's chronic absenteeism rate dropped by approximately 7% during the same period. Suspension rates for our foster youth went down by approximately 5% and the suspension rate for homeless youth went down by 1% from the 2021-2022 school year to the 2022-2023 school year. Overall, our data reflects that the additional support that our foster youth and unhoused students receive is impacting graduation rates positively, reducing chronic absenteeism rates and suspension rates. Therefore, these action items are considered effective and will continue as part of action items within other goals for the 2024-25 LCAP.

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

This goal and its corresponding action items will be embedded throughout Goals 1-5 for the 2024-25 school year. Goal 6 will now be focused on Foothill High School as it has been designated as eligible for Equity Multiplier funding associated with a high instability rate.

Actions related to attendance support will be contained within Goal 5: Action 2, 3, and 7

Actions related to academic support and interventions will be contained as part of Goals 1 and 2: Actions 1 and 6

Actions related to mental health and socioemotional support and interventions will be included as part of Goal 4: Actions 4 and 5

Metrics will be disaggregated to specifically address Foster and Homeless Youth within the metrics contained for Goals 1-5.

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

# *Instructions*

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## *Goals and Actions*

### Goal(s)

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023–24) |
|---|---|---|---|---|---|
| Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Copy and paste verbatim from the 2023–24 LCAP. | Enter information in this box when completing the 2023–24 LCAP Annual Update. | Copy and paste verbatim from the 2023–24 LCAP. |

## Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

# Local Control and Accountability Plan (LCAP) for East Side Union High School District

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| East Side Union High School District | Teresa Marquez Associate Superintendent | [marquezt@esuhsd.org](mailto:marquezt@esuhsd.org) 408-347-5170 |

# Plan Summary 2024-2025

# General Information

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

East Side Union High School District is comprised of 11 traditional, 1 alternative, and 4 continuation high schools in East San Jose, North San Jose, Alum Rock, South San Jose, and Evergreen neighborhoods. ESUHSD's 20,490 students are 47% Hispanic/Latino, 36.6% Asian, 4.7% White, and 1.8% African American. 47.8% of the district's students come from socio-economically disadvantaged families, 19.5% are English Language Learners, and we have 0.2% foster youth. It is important to note that within our 19.5% English Learner population, about 67% are Long-term English Language Learners. Additionally, 66% of our student population speaks a language other than English.

Our comprehensive high schools are Andrew Hill, Evergreen Valley, Independence, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm. C Overfelt, and Yerba Buena. Our alternative school is Calero and our 4 continuation schools are Foothill, Apollo, Pegasus, and Phoenix. Student enrollment across our 11 comprehensive high schools ranges from as low as 878 at James Lick High School to as high as 2749 at Evergreen Valley High School. Eight of the eleven comprehensive high schools are designated Title I schools (only Piedmont Hills, Santa Teresa, and Evergreen are not) with socioeconomically disadvantaged rates ranging from 75.2% at James Lick to 45% at Silver Creek. This year, our largest continuation school, Foothill, has been identified as a school within our district, to receive the Equity Multiplier Funds.

Our East Side Union High School District team consists of approximately 1100 certificated staff and 700 classified staff. Included in the certificated staff we have classroom teachers, school counselors, social workers, teachers on special assignments, psychologists, speech language therapists, program specialists, school librarians, advisors, and administrators. Our classified staff includes a wide range of roles within various departments including child nutrition services, transportation, instructional services, school site support staff, and maintenance.

Our East Side community is diverse as evidenced in our demographics. This diversity demands that as an organization equity and inclusion serve as the guiding principles for our work to build equitable communities where:

-**ALL** students are **welcomed** as they are

-**strengths** and areas of **growth for all students are known and supported**

-adults **positively respond** to the social-emotional, wellness, and academic needs of every student

-**ALL** students engage with **tasks** that develop the strategic thinking skills for **full participation** in their local communities and the global society.

We hold firm that by building equitable communities, we can fulfill our promise of preparing all students for college and career with the competencies outlined in our Graduate Profile and measured through our Key Performance Indicators. Our Graduate Profile outlines the skills and competencies students need in order to excel academically and socially: Communicators, Critical Thinkers, Collaborators, Creators, Community Members, Powered with a Plan. Our goal is to embed these skills within our learning structures across our district.

East Side graduates are prepared for college and career, powered with a plan and ready to thrive in a global society.

**ESUHSD** graudates are:

**COMMUNICATORS**
Present and consider ideas using a variety of communication methods and technology appropriate to the audience and task.

**CRITICAL THINKERS - PROBLEM SOLVERS**
Develop and propose solutions to current and future challenges through a process of inquiry, analysis and inference.

**COLLABORATORS**
Work effectively with others to build knowledge and create solutions & products.

**CREATORS**
Formulate new ideas, individual responses and develop plans of action when faced with a task or problem.

**COMMUNITY MEMBERS**
Identify issues, seek out information, and gather perspectives to respond to challenges affecting our community.

**POWERED WITH A PLAN**
Students graduate with a plan to take the next step toward success in their path of study and career.

As a district, the work to ensure equity is grounded in how we respond as a system; therefore, the goals and actions contained within this plan describe how we will respond as a system in addressing the academic, social-emotional, and wellness needs of all our students. Our system's approach and response is anchored in the areas of policy, access, and practice as described in the graphic below.
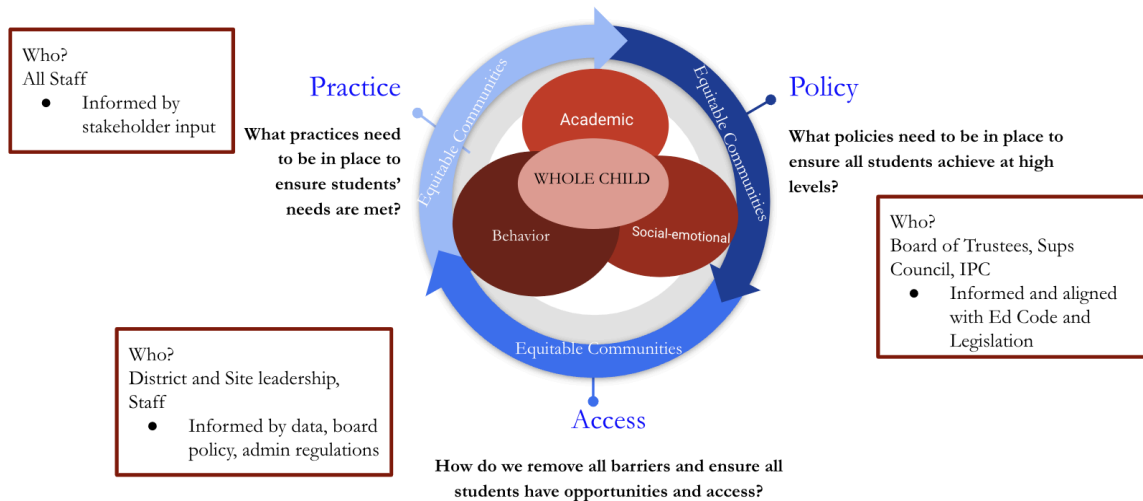
So as we work to respond as a system to address the whole child, we know that equity is the ultimate driver to eliminating disparities in student achievement and overall success. And as a district we are committed to, through the LCAP, adhere to our Equity Board Policy where:

-**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**

Additionally, our intent is to leverage the LCAP so that we can use it as a roadmap to addressing the disparate outcomes we see across our system. In particular, the outcomes connected to graduation and college and career readiness rates. Historically, as a district, we have lacked a systemwide Tier 1 instructional focus, thus one of our key priorities will be to identify evidence-based instructional strategies and interventions that will become the focus for ongoing professional development. Specifically, we plan to execute our Theory of Action: "If we adopt and implement evidence-based instructional practices to fidelity in all classrooms, then we will see increased student achievement."

Through the LCAP we seek to utilize the allocated resources towards goals and actions that will maximize whole child supports for all students with an intentional focus on our English Learners, Foster Youth, and Low-Income students. Our LCAP, will demonstrate how we respond to the following essential questions:

-What do we believe about our students, staff, and community?

-How do our actions demonstrate what we believe?

# Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of our indicators on the CA Dashboard and a review of our local data demonstrates an overall improvement in the following indicators: English Language Arts and English Learner Progress. Unfortunately, the majority of our key performance indicators demonstrate a decline in achievement as listed in the CA Dashboard. As a district we continue to struggle with high achievement for all students. Our data clearly indicates that we have disproportionate outcomes for various student groups: Homeless Youth, English Learners, Students with Disabilities, Hispanic, African-American, Native-Hawaiian/Pacific Islander, Socioeconomically disadvantaged, and Foster Youth. In particular, a review of our Key Performance Measures shows that our graduation and A-G completion rates are amongst the lowest for our Hispanic and African-American students, and our students designated as Foster Youth, Homeless Youth, and our Students with Disabilities. Additionally, a review of our 2023 CA Dashboard data shows the following schools and student groups with the lowest performance levels on one or more State indicators:

| District Level | | | | | |
|---|---|---|---|---|---|
| **Indicator** | English Language Arts | Mathematics | Graduation | Suspension | College and Career |
| **Status** | Red | Red | Red | Red | Red |
| **Student Groups** | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino | American Indian or Alaska Native | Foster Youth Students with Disabilities |

At the district level, our Homeless Youth are at the lowest level on the English Language Arts and Graduation indicators. Our English learners and Hispanic/Latino students are at the lowest level on the Mathematics and Graduation indicators and our American Indian/Alaska Native students are designated at the lowest level for the Suspension indicator. In addition, our Students with Disabilities are at the lowest performance level in Graduation and College and Career.

At the school site level, the following tables show the specific indicators, student groups, and school sites for each of the student groups with the lowest performance levels.

| Indicator | English Language Arts | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | All Students<br><br>Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick | Independence<br>Silver Creek<br>Wm C Overfelt<br>Yerba Buena | Andrew Hill<br>Mt. Pleasant<br>Piedmont Hills<br>Wm C Overfelt<br>Yerba Buena | Andrew Hill<br>James Lick<br>Silver Creek<br>Yerba Buena |

| Indicator | English Learner Progress |
|---|---|
| Status | Red |
| Student Groups | English Learners |
| School Sites | Mt. Pleasant<br>Oak Grove |

| Indicator | Mathematics | | | | |
|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick<br>Mt. Pleasant<br>Wm. C Overfelt | Andrew Hill<br>Independence<br>Mt. Pleasant<br>Oak Grove<br>Santa Teresa<br>Silver Creek<br>Wm. C Overfelt<br>Yerba Buena | Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Wm. C Overfelt | Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Piedmont Hills<br>Wm. C Overfelt<br>Yerba Buena | Andrew Hill<br>Independence<br>James Lick<br>Silver Creek<br>Yerba Buena |

| Indicator | Suspension | | | | | | |
|---|---|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African-American | Hispanic/Latino |
| School Sites | Calero<br>Phoenix | Piedmont Hills<br>Santa Teresa<br>Yerba Buena | Yerba Buena | Santa Teresa<br>Phoenix | Oak Grove<br>Piedmont Hills<br>Santa Teresa<br>Silver Creek | Santa Teresa<br>Silver Creek | Santa Teresa<br>Silver Creek<br>Yerba Buena<br>Calero<br>Phoenix |

| Indicator | Graduation | | | | |
|---|---|---|---|---|---|
| **Status** | Red | Red | Red | Red | Red |
| **Student Groups** | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| **School Sites** | Independence<br>James Lick<br>Wm. C Overfelt<br>Foothill | Andrew Hill | Independence<br>James Lick<br>Wm. C Overfelt<br>Foothill<br>Phoenix | Independence<br>James Lick<br>Wm. C Overfelt | Independence<br>James Lick<br>Foothill<br>Wm. C Overfelt |

| Indicator | College and Career | | | | | |
|---|---|---|---|---|---|---|
| **Status** | Red | Red | Red | Red | Red | Red |
| **Student Groups** | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| **School Sites** | Apollo<br>Calero<br>Foothill<br>Pegasus<br>Phoenix | Wm. C Overfelt<br>Foothill | Foothill | Apollo<br>Calero<br>Foothill<br>Pegasus<br>Phoenix | Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Oak grove<br>Piedmont Hills<br>Santa Teresa<br>Silver Creek<br>Wm C Overfelt<br>Yerba Buena | Apollo<br>Calero<br>Foothill<br>Pegasus<br>Phoenix |

Given the outcomes listed above, it is evident that there is a need to address the academic, socioemotional, and wellness needs of our students across our district. Thus, our LCAP will focus on 5 key areas, aligned to the CA Dashboard indicators: 1) College and Career Readiness with a focus on Math and English Language Arts, 2) Graduation, 3) Achievement of our English Learners, 4) Safe, Restorative, and Positive School Climate, and 5) Attendance. Additionally, we will address the needs of students at Foothill High School as part of a focused goal required based on eligibility for the Equity Multiplier funding. The goal will focus on increasing graduation rates for students with an emphasis on English Learners, Socioeconomically Disadvantaged students, and Hispanic/Latino students.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Our district is eligible for technical assistance and has agreed to work with our county office of education, Santa Clara County Office of Education (SCCOE), to provide Differentiated Assistance. Our district is eligible based on the 2023 CA Dashboard results in the following areas and for the indicated student groups:

| English Learners | Hispanic/ Latino | Homeless Youth | Students with Disabilities |
|---|---|---|---|
| Graduation | Graduation | Graduation | Graduation |
| Academics: Math and English Language Arts | Academics: Math and English Language Arts | Academics: Math and English Language Arts | Academics: Math and English Language Arts |

During the 2023-2024 school year, our district worked with our county office of education on developing an annual aim and plan for how to address that aim. We worked with an assigned coach and met regularly to review metrics, actions, and identify next steps. Our aim for the 2023-2024 school year focused on our Students with Disabilities (SWD). Specifically, our aim was to increase the percentage of SWD enrolled in 5 out of 6 general education classes and earn A-G credit in those classes to 62% by June 2025. For the 2024-25 school year, we will continue our work with SCCOE.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### *Schools Identified*

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The schools within our district that have been identified for comprehensive support and improvement (CSI) are as follows:

-Foothill High School identified for all students for the Graduation indicator

-James Lick High School identified for all students as Low-Performing

-Phoenix High School for all students for the Graduation indicator

### *Support for Identified Schools*

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The three sites identified as eligible for comprehensive support and improvement are included in our districtwide work of building equitable communities through MTSS. Specifically, our educational services team will work closely with the leadership teams of these three schools to develop their plans in alignment with the LCAP. We will ensure sites have the necessary data and resources to make informed decisions as they develop their plans for continuous improvement.

Additionally, as part of the LCAP, there are added supports specifically targeted to support our CSI identified schools.

*Monitoring and Evaluating Effectiveness*

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

Our educational services team consisting of the Director of Student Services, Director of Instruction and Curriculum, Director of Career Services, Director of Special Services, Director of Assessment and Accountability, and the Associate Superintendent of Educational Services will meet with each school site every 6 weeks to review and analyze data, identify needs, and measure progress on goals and actions aimed at improving student outcomes, and specifically the outcomes for student groups with the greatest need. At each session, school sites will have an opportunity to share successes and challenges as well as pose questions and needs that require district level support. We will focus on Tier 1 level universal instruction, social-emotional, and behavioral strategies to ensure all students are receiving the instructional and behavioral support needed and then utilize our 6-week data report (Early Warning System-EWS) containing student level data on grades, attendance, and behavior to identify students needing additional interventions. In addition, our district subject area coordinators will work with the teachers at the three high schools to ensure their recovery programs are aligned to the priority standards for each subject area and contribute to the students' college and career readiness.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

| Educational Partner(s) | Process for Engagement |
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| **ESTA - East Side Teachers Association**<br>January 31, 2024 | Engaged with the teachers bargaining unit as part of one of their regularly scheduled assembly meetings where representatives from each school site were present. Information specific to the LCAP, including a review of metrics, was presented and participants were provided an opportunity to provide input by addressing the following prompts:<br><br>● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?<br>● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth?<br>● What is the high school experience our students should have? In the classroom? Outside of the classroom? |
| **CSEA - California School Employees Association**<br><br>March 16, 2024 | Engaged with the classified bargaining unit as part of one of their regularly scheduled assembly meetings where representatives from each school site were present. Information specific to the LCAP, including a review of metrics, was presented and participants were provided an opportunity to provide input by addressing the following prompts:<br><br>● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?<br>● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth?<br>● What is the high school experience our students should have? In the classroom? Outside of the classroom? |

| Community | Engaged with parents, students, staff, and community members via virtual sessions. Information specific to the LCAP, including a review of metrics, was presented and participants were provided an opportunity to provide input by addressing the following prompts: |
|---|---|
| February 12, 2024    6pm<br>February 13, 2024    6pm<br>February 14, 2024    11am<br>February 17, 2024    10am<br>February 17, 2024    1pm | ● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?<br>● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth?<br>● What is the high school experience our students should have? In the classroom? Outside of the classroom?<br><br>Virtual sessions included interpretation services in Spanish and Vietnamese. |
| **Students**<br>February 12, 2024    4pm<br>March 4, 2024          4pm<br>March 11, 2024         4pm | Provided student specific virtual sessions as a means to provide space and time for students to engage and provide input on the LCAP. Students were asked to provide input through the following prompts:<br>● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?<br>● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth?<br>● What is the high school experience our students should have? In the classroom? Outside of the classroom? |

| **Staff**<br>February 26, 2024   4pm<br>February 27, 2024   4:30pm<br>February 29, 2024   4:30pm | Provided staff specific virtual sessions as a means to provide space and time for staff to engage and provide input on the LCAP. Staff were asked to provide input through the following prompts:<br><br>● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed?<br>● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth?<br>● What is the high school experience our students should have? In the classroom? Outside of the classroom? |

## School Site Communities

February 26, 2024 9am and 6pm
YERBA BUENA
February 27, 2024 10am and 6pm
SILVER CREEK
February 28, 2024 9am and 6pm
OVERFELT & APOLLO
February 29, 2024 6pm March 1, 2024 9am
SANTA TERESA & PHOENIX
March 11, 2024 9am and 6pm
EVERGREEN VALLEY
March 13, 2024 9am and 6pm
INDEPENDENCE & PEGASUS
March 14, 2024 6pm
ANDREW HILL
March 18, 2024 9am and 6pm
CALERO
March 19, 2024 10am and 6pm
PIEDMONT HILLS
March 20, 2024 9am and 5pm
JAMES LICK & FOOTHILL
March 26, 2024 10am and 6pm
MT. PLEASANT
March 27, 2024 9am and 6pm
OAK GROVE

Provided in-person sessions open to school site specific parents, students, and staff to engage around the LCAP. The sessions were formatted in the following manner:



**2024-25 LCAP Cycle: Engaging with our Partners**

**Overview of Sessions**

**Reflection**
- What do you see as a strength of your school and/or our district?
- What is a concern you have about your school and/or our district?
- What is one thing you would prioritize for improving your school and/or our district?

**Metrics**
Review of metrics:
- Demographics
- Dashboard indicators
- Marking period data (EWS)

**Make Connections and gather input**
- What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: **Graduation, College and Career Readiness, Behavior, Attendance, Achievement for our English Learners, Foster Youth, Homeless Youth?**
- What is the high school experience our students should have? In the classroom? Outside of the classroom?

Interpretation services were provided at all sessions in Spanish and Vietnamese.

| Student Equity Councils | |
|---|---|
| **Date** | **School Site** |
| February 15, 2024 | James Lick |
| February 16, 2024 | Santa Teresa & Phoenix |
| February 27, 2024 | Independence |
| February 28, 2024 | Overfelt |
| February 29, 2024 | Mt. Pleasant |
| March 1, 2024 | Piedmont Hills |
| March 4, 2024 | Evergreen Valley |
| April 25, 2024 | Andrew Hill |

Engaged with student members of the Student Equity Councils at the following school sites:

James Lick
Santa Teresa & Phoenix
Independence
Overfelt
Mt. Pleasant
Piedmont Hills
Evergreen Valley
Andrew Hill

Students were provided information about the LCAP, including a review of both district and school specific metrics. Students were then asked to work in small groups to respond to the following prompts:
- What do you see as a strength of your school and/or our district?
- What is a concern you have about your school and/or our district?
- What is one thing you would prioritize for improving your school and/or our district?
- What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance, Achievement for our English Learners, Foster Youth, Homeless Youth?
- What is the high school experience our students should have? In the classroom? Outside of the classroom?

| Classified Staff | Provided in-person sessions during collaboration time for classified staff as a way to provide opportunities for classified staff to provide input on the LCAP during regular school hours. Staff worked in small groups to provide their input on the following: |
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| **School Site / Collaboration Date table:** Independence — April 11, 2024; Piedmont Hills — April 18, 2024; Yerba Buena — April 19, 2024; Andrew Hill — April 25, 2024 | ● What do you see as a strength of your school and/or our district? <br> ● What is a concern you have about your school and/or our district? <br> ● What is one thing you would prioritize for improving your school and/or our district? <br> ● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth? <br> ● What is the high school experience our students should have? In the classroom? Outside of the classroom? |
| **DAC/DELAC** <br> **District Advisory Council/District English Learner Advisory Council** <br> January 17, 2024 <br> March 20, 2024 <br> May 15, 2024 <br> May 28, 2024 | Engaged with our DAC/DELAC group through virtual sessions. Participants were able to learn about the LCAP, review metrics, and provide input via the following prompts: <br><br> ● As we review the current LCAP goals, action items, and metrics, what is working, where is there room for improvement, and what, if anything is missing or needed? <br> ● What system responses (policies/actions/strategies) should we prioritize, with funding and resources including the LCAP supplemental funding (approximately $20M) allocated for our target populations (Foster Youth, ELL, Low-Income,) to improve student outcomes in the following areas: Graduation, College and Career Readiness, Behavior, Attendance,  Achievement for our English Learners, Foster Youth, Homeless Youth? <br> ● What is the high school experience our students should have? In the classroom? Outside of the classroom? <br><br> At the May 15th session, DAC/DELAC members were able to review preliminary information specific to the 2024-25 LCAP including: changes to the 2024-24 LCAP process and template, review of input gathered from the various educational partners, review of metrics, and initial focus areas for goals and actions. <br><br> At the May 28th session, DAC/DELAC members were able to review the 2024-2025 draft LCAP for input, comments, and questions. |

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| **Foothill High School Community**<br>April 18, 2024 | Engaged with the community at Foothill High School to provide information on their eligibility for the Equity Multiplier Funding and obtain input from students and staff on how to best utilize the funds to support student positive outcomes.<br>School community were asked the following:<br>● What is one thing you would like to see added or improved here at Foothill?<br>● What outcomes are we looking to improve?<br>● How will we improve those outcomes?<br>● What key actions are needed? Services? Programs? |
| **Parents/caregivers and Staff**<br>Spring 2024 | Parents/Caregivers and staff were sent a survey to provide input. Key questions posed included:<br>● What form of parental engagement should be improved?<br>● Which existing services are working well?<br>● What other services should the LCAP support to improve learning outcomes for all students and in particular our Foster Youth, English Learners, and Low-Income students?<br>Surveys were available for parents/ caregivers in English, Spanish, and Vietnamese. |
| **Students, Parents, Staff**<br>Fall 2023 and Spring 2024 | Students, parents, and staff were provided an opportunity to provide input via our Panorama Survey. This survey collects information related to school climate and student social-emotional learning. The survey is administered two times a year, once in the Fall and once in the Spring.<br>For the school climate survey, the key areas of focus that we use to inform the development of the LCAP are:<br>● Climate of Support for Academic Learning<br>● School Safety and Climate<br>● Knowledge and fairness of discipline<br>● Sense of Belonging<br>For the SEL student survey, the intent is to gather information about students' own perceptions of their social-emotional skills.<br>The following key areas of focus are used to inform the development of the LCAP:<br>● Supportive Relationships<br>● Self-efficacy including self-efficacy in specific subject areas: Math, ELA, Science, Social Studies |
| **SELPA Consultation**<br>May 24, 2024 | Consultation with Director, South East SELPA, Santa Clara County where we discussed the following:<br>● alignment with the CIM for the CCEIS/Significant Disproportionality process<br>● engaging both students and parents of SWDs<br>● increasing graduation rate for our SWDs |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Our process to gather information and seek feedback from educational partners regarding the LCAP was comprehensive and thorough. During the months of January, February, March, and April we held multiple forums with our various educational partners in the three main languages spoken at ESUHSD, English, Vietnamese, and Spanish. The purpose of the forums was to provide information on the requirements of the LCAP process, share current progress on goals and expenditures, and share our most up to date key performance measures as well as allow for our partners to provide input and pose questions. In addition, ESUHSD surveyed our educational partners (parents, teachers and staff) in three languages. We surveyed them with two purposes in mind: 1) gather input and feedback on how to address the needs of our students and 2) gather input and feedback on their level of satisfaction with our current efforts.

We also met with our DAC/DELAC advisory committee and administrators from each of our school sites to gather feedback and input.

The feedback gathered from our educational partners is summarized below:

**Key Input from Staff:**
➢ Interventions to address behavior and attendance
➢ Smaller class sizes
➢ More staffing: social workers, counselors, paraeducators
➢ More support for teachers to address the needs of our students, in particular, our English Learners and Students with Disabilities
➢ Training and support for Classified staff, in particular, Paraeducators
➢ Improved communication from district office on processes, procedures (specific to classified positions)
➢ Increased and improved access to career readiness: courses, skills, internships
➢ Academic, mental health, and behavior Interventions for 9th and 10th graders
➢ Tutoring by subject area and based on skill development

**Key Input from Parents:**
➢ Increased and improved access to teacher feedback on student progress, assignments (timely access to grades, missing assignments)
➢ More opportunities for in-person tutoring for students by subject area
➢ Increased support and interventions from teachers for students who struggle with the content
➢ Improved access to school counselors
➢ More opportunities for parents to engage and learn
➢ Professional development for staff on how to create more welcoming and supportive learning environments

**Key Input from Students:**
➢ Improved communication between teachers and parents
➢ Examine the rigidity of classroom policies, including grading, that negatively impact students
➢ Increase and improve access to instruction and intervention to address the diverse needs of learners ("not all students learn the same")
➢ Improve bathroom supervision
➢ Greater care, acknowledgement, and respect from school staff
➢ Relevant learning experiences connected to the "real world"

Additionally, the chart below captures some of the key feedback provided via our survey:

| Question | Staff Responses | Parent Responses |
|---|---|---|
| **What form of parental engagement should be improved?** (Top 3 responses listed) | Parent/caregiver communication with teachers and counselors<br><br>Parent/caregiver access to progress and attendance monitoring tools<br><br>Parent/caregiver participation in school activities | Parent/caregiver communication with teachers and counselors<br><br>Parent/caregiver involvement in career and college planning for their students<br><br>Parent/caregiver involvement in school and district decision-making and plan development |
| **Services that are working well** (Top 2 responses listed) | Social-emotional and mental health support<br><br>Academic Counseling | Academic Counseling<br><br>Support for students in their primary language |
| **Other key feedback and input** (Most common responses listed) | Support for English Learners:<br>• Primary language support<br>• Bilingual paraeducators<br>• Professional development for teachers<br>• Expanded learning opportunities<br><br>Professional development for staff:<br>• Working with SWDs and ELLs<br>• Instructional strategies | Timely academic interventions for students<br><br>In person tutoring support for students<br><br>Improved communication, access, and relationships with schools and district<br><br>Increase college and career exploration opportunities for students |

Given the input and feedback collected, all aspects of our LCAP have been influenced by input provided by our educational partners. The goals and actions listed throughout the plan were created as a result of current metrics, research, and input collected from our various educational partners. In particular, the actions in Goals 1 College and Career Readiness, Goal 2 Graduation Rate, and Goal 4 Safe, Restorative, and Positive School Climate related to academic counseling, targeted instructional support in Math and English, and social-emotional and mental health wellbeing were directly influenced by the feedback gathered through both the forums and the survey. The actions related to the improvement of English Language Learners in goal 3 were created as a result of the feedback provided by the various educational partners, particularly, the members of the DAC/DELAC advisory committee. Additionally, the actions listed to specifically address the needs of our Students with Disabilities were created with input from our local SELPA through the resources they provided to ensure alignment with our Compliance Improvement Monitoring (CIM) and CCEIS plans.

In regards to Goal 6 Graduation rate at Foothill High School, the actions are a direct result of the input collected from the school community, specifically students, were they indicated a need for personalized attention, greater access to career exploration and internships, increased opportunities outside of the classroom such field trips and extracurricular activities, improved relationships with teachers, more elective options, added credit recovery options, transportation support, tutoring, family engagement, and teaching that is focused on the diverse learning needs of students.

# Goal 1: College and Career Readiness

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | **Improve and increase the percentage of students deemed college and career ready by providing high-quality instruction, diverse learning opportunities, and comprehensive academic and social-emotional guidance and support through a Multi-Tiered System of Support (MTSS).**<br><br>As a district, we are committed to implementing MTSS as our comprehensive framework to eliminate disproportionality and achieve high outcomes for all students. MTSS embraces a whole child approach and focuses on:<br><br>● Instruction, Behavior, and Wellness (Whole Child): Addressing all aspects of student development to ensure academic, behavioral, and social success.<br>● Differentiated Student-Centered Learning: Tailoring instruction to meet the diverse needs and learning styles of each student.<br>● Individualized Student Needs: Providing targeted support and interventions based on specific student requirements.<br>● Alignment of Systems: Ensuring that all district systems work cohesively to support every student's academic, behavioral, and social-emotional development. | Broad Goal |

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 4 Pupil Achievement, Priority 7 Course Access

An explanation of why the LEA has developed this goal.

This goal is important as our data clearly indicates that we continue to struggle with gaps in our college and career readiness indicators, specifically A-G course completion for student groups including our Foster Youth, Students with Disabilities, and English Learners. Additionally, our educational partners' input noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses with students specifically noting a need for teachers to address the needs of diverse learners.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | College and Career Readiness Status and Change as measured by the CA Dashboard | 2023 Outcomes<br><br>All students = 48.4%<br><br>● English Learners = 14.9%<br>● Foster Youth = 9.5%<br>● Students with Disabilities = 5.3% | 2025-26 Update | 2026-27 Update | We will meet status and change criteria for college and career readiness to be in the high and very high level on the 2024 CA Dashboard.<br><br>Identified target listing percentage of students deemed "prepared" by CCI criteria:<br><br>All Students = 65%<br><br>● English Learners = 65%<br>● Foster Youth = 65%<br>● Students with Disabilities = 65% | 2025-26 / 2026-27 Update |
| 1.2 | UC/CSU A-G Course Completion by Race/Ethnicity | 2023 Outcomes<br><br>All students = 54.4%<br><br>● African-American = 31.9%<br>● Hispanic/Latino = 30.4%<br>● Asian = 77% | 2025-26 Update | 2026-27 Update | All students = 65%<br><br>● African-American = 65%<br>● Hispanic/Latino = 65%<br>● Asian = 80% | 2025-26 / 2026-27 Update |

| 1.3 | UC/CSU A-G Course Completion by Program | 2023 Outcomes<br><br>All students = 54.4%<br><br>- English Learners = 26.3%<br>- Foster Youth = 21.4%<br>- Socioeconomically Disadvantaged = 43.2%<br>- Students with Disabilities = 8.3%<br>- Homeless Youth = 19% | 2025-26 Update | 2026-27 Update | All students = 65%<br><br>- English Learners = 65%<br>- Foster Youth = 65%<br>- Socioeconomically Disadvantaged = 65%<br>- Students with Disabilities = 65%<br>- Homeless Youth = 65% | 2025-26 / 2026-27 Update |
| --- | --- | --- | --- | --- | --- | --- |
| 1.4 | Students with continuous enrollment A-G Course Completion Rate by Race/Ethnicity | 2023 Outcomes<br><br>All students with continuous enrollment = 61.7%<br><br>- African American = 35.9%<br>- Hispanic/Latino = 36.3%<br>- Asian = 78.8% | 2025-26 Update | 2026-27 Update | All students with continuous enrollment = 75%<br><br>- African American = 75%<br>- Hispanic/Latino = 75%<br>- Asian = 85% | 2025-26 / 2026-27 Update |
| 1.5 | Students with continuous enrollment A-G Course Completion Rate by Program | 2023 Outcomes<br><br>All students with continuous enrollment = 61.7%<br><br>- English Learners = 14.7%<br>- Socioeconomically Disadvantaged = 51.3%<br>- Students with Disabilities =5%<br>- Homeless Youth = 33.3% | 2025-26 Update | 2026-27 Update | All students with continuous enrollment = 75%<br><br>- English Learners = 75%<br>- Socioeconomically Disadvantaged = 75%<br>- Students with Disabilities =75%<br>- Homeless Youth = 75% | 2025-26 / 2026-27 Update |

| 1.6 | Students with interrupted enrollment A-G Course Completion Rate by Race/Ethnicity | 2023 Outcomes<br><br>All students with interrupted enrollment = 24.6%<br><br>• African American = 24.2%<br>• Hispanic/Latino = 15.2%<br>• Asian = 41.7% | 2025-26 Update | 2026-27 Update | All students with interrupted enrollment = 55%<br><br>• African American = 55%<br>• Hispanic/Latino = 55%<br>• Asian = 55% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 1.7 | Students with interrupted enrollment A-G Course Completion Rate by Program | 2023 Outcomes<br><br>All students with interrupted enrollment = 24.6%<br><br>• English Learners = 10.4%<br>• Socioeconomically Disadvantaged = 20.1%<br>• Students with Disabilities =5.2%<br>• Homeless Youth = 10.3% | 2025-26 Update | 2026-27 Update | All students with interrupted enrollment = 55%<br><br>• English Learners = 55%<br>• Socioeconomically Disadvantaged = 55%<br>• Students with Disabilities =55%<br>• Homeless Youth = 55% | 2025-26 / 2026-27 Update |

| 1.8 | On track rate for A-G Course Completion by grade level and race/ethnicity | 2023 Outcomes<br><br>9th grade = 49%<br><br>● Asian = 77%<br>● White = 59%<br>● Hispanic/Latino = 22%<br>● African American = 30%<br><br>10th grade = 31%<br><br>● Asian = 51%<br>● White = 37%<br>● Hispanic/Latino = 12%<br>● African American = 16%<br><br>11th grade = 27%<br><br>● Asian = 46%<br>● White = 29%<br>● Hispanic/Latino = 9%<br>● African American = 18% | 2025-26 Update | 2026-27 Update | 9th grade = 70%<br><br>● Asian = 85%<br>● White = 70%<br>● Hispanic/Latino = 70%<br>● African American = 70%<br><br>10th grade = 70%<br><br>● Asian = 70%<br>● White = 70%<br>● Hispanic/Latino = 70%<br>● African American = 70%<br><br>11th grade = 70%<br><br>● Asian = 70%<br>● White = 70%<br>● Hispanic/Latino =70%<br>● African American = 70% | 2025-26 / 2026-27 Update |

| 1.9 | On track rate for A-G Course Completion by grade level and Program | 2023 Outcomes<br><br>9th grade = 49%<br><br>- English Learners = 13%<br>- Socioeconomically Disadvantaged = 34%<br>- Students with Disabilities = 7%<br><br>10th grade = 31%<br><br>- English Learners = 5%<br>- Socioeconomically Disadvantaged = 20%<br>- Students with Disabilities = 2%<br><br>11th grade = 27%<br><br>- English Learners = 4%<br>- Socioeconomically Disadvantaged = 16%<br>- Students with Disabilities = 1% | 2025-26 Update | 2026-27 Update | 9th grade = 70%<br><br>- English Learners = 70%<br>- Socioeconomically Disadvantaged = 70%<br>- Students with Disabilities = 70%<br><br>10th grade = 70%<br><br>- English Learners = 70%<br>- Socioeconomically Disadvantaged = 70%<br>- Students with Disabilities = 70%<br><br>11th grade = 70%<br><br>- English Learners = 70%<br>- Socioeconomically Disadvantaged = 70%<br>- Students with Disabilities = 70% | 2025-26 / 2026-27 Update |

| 1.10 | CAASPP Math, ELA, and Science scores >=3 (Meeting and Exceeding Standard) SED = Socioeconomically Disadvantaged EL= English Learner SWD = Student with Disabilities | From the 2023 SBAC administration **ELA** <ul><li>All 11th graders = 62%</li><li>African American = 52%</li><li>Hispanic = 43%</li><li>SED = 49%</li><li>EL = 12%</li><li>SWD = 17%</li></ul> **Math** <ul><li>All 11th graders = 35%</li><li>African American = 17%</li><li>Hispanic = 11%</li><li>SED = 21%</li><li>EL = 5%</li><li>SWD = 3%</li></ul> **Science** <ul><li>All students = 37.57%</li><li>African American = 17.21%</li><li>Hispanic = 16.33%</li><li>SED = 24.89%</li><li>EL = 2.32%</li><li>SWD = 5.12%</li></ul> | 2025-26 Update | 2026-27 Update | **ELA** <ul><li>All 11th graders = 75%</li><li>African American = 75%</li><li>Hispanic = 75%</li><li>SED = 75%</li><li>EL = 75%</li><li>SWD = 75%</li></ul> **Math** <ul><li>All 11th graders = 65%</li><li>African American = 65%</li><li>Hispanic = 65%</li><li>SED = 65%</li><li>EL = 65%</li><li>SWD = 65%</li></ul> **Science** <ul><li>All students = 65%</li><li>African American = 65%</li><li>Hispanic = 65%</li><li>SED = 65%</li><li>EL = 65%</li><li>SWD = 65%</li></ul> | 2025-26 / 2026-27 Update |
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| 1.11 | College readiness exams:<br><br>-Advanced Placement Scores: Percent of students AP exam scores of 3 or higher or IB exam scores of 4 or higher<br><br>-SAT exam: Percent of students meeting or exceeding benchmark scores | From 2023 AP administration<br><br>All students = 57%<br><br>- Asian = 68.4%<br>- Hispanic/Latino = 37%<br>- African American = 22.4%<br>- English Learners = 24.4%<br>- Socioeconomically Disadvantaged = 41.4%<br>- Students with Disabilities = 15.7%<br><br>From 2023 SAT administration<br><br>2556 11th graders took the exam<br><br>- Evidenced Based Reading and Writing (EBRW)<br>  - 74.6% of students that took the SAT met or exceeded the EBRW benchmark<br>- Math Benchmark<br>  - 61.0% of students that took the SAT met or exceeded the Math benchmark | 2025-26 Update | 2026-27 Update | All students = 70%<br><br>- Asian = 75%<br>- Hispanic/Latino = 70%<br>- African American = 70%<br>- English Learners = 70%<br>- Socioeconomically Disadvantaged = 70%<br>- Students with Disabilities = 70%<br><br>For SAT:<br><br>The number of 11th graders taking the SAT will increase by 10%<br><br>- Evidenced Based Reading and Writing (EBRW)<br>  - 85% of students that took the SAT will meet or exceed the EBRW benchmark<br>- Math Benchmark<br>  - 71% of students that took the SAT will meet or exceed the Math benchmark | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 1.12 | Career Technical Education (CTE) Pathway Completion | For the 2023-2024 school year<br><br>Total students enrolled in CTE pathways = 4,292<br><br>Students successfully completing the CTE pathway = 484 | 2025-26 Update | 2026-27 Update | Total students enrolled in CTE pathways = 4500<br><br>Students successfully completing the CTE pathway = 1125 | 2025-26 / 2026-27 Update |

| 1.13 | Silicon Valley Career Technical Education (SVCTE) enrollment | For the 2023-2024 school year <br> Total Enrollment = 636 | 2025-26 Update | 2026-27 Update | Total Enrollment = 650 | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 1.14 | % of pupils who have successfully completed both types of courses (UC/CSU and CTE) | 2023 Outcomes <br> All Students = 10% <br><br> • African American = 4.3% <br> • Asian = 14.6% <br> • Hispanic = 6.1% <br> • English Learners = 3.2% <br> • Socioeconomically Disadvantaged = 8.4% <br> • Students with Disabilities = 0.8% | 2025-26 Update | 2026-27 Update | All Students = 20% <br><br> • African American =20% <br> • Asian = 20% <br> • Hispanic = 20% <br> • English Learners = 20% <br> • Socioeconomically Disadvantaged = 20% <br> • Students with Disabilities = 20% | 2025-26 / 2026-27 Update |
| 1.15 | Access to Broad Course of Study for Students with Disabilities | For the 2022-2023 school year <br> Students in Least Restrictive Environment (LRE) <br><br> • SWD in general ed courses at least 80% of the time =39.4% | 2025-26 Update | 2026-27 Update | Students in Least Restrictive Environment (LRE) <br><br> • SWD in general ed courses at least 80% of the time =65% | 2025-26 / 2026-27 Update |
| 1.16 | Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit | For the 2022-23 school year <br> 0/.00% Total Teacher Misassignments <br><br> • 0/0.0% Vacant Teacher Positions <br> • 22.8/2.4% Misassignment of teachers of English Learners | 2025-26 Update | 2026-27 Update | 0/.00% Total Teacher Misassignments <br><br> • 0/0.0% Vacant Teacher Positions <br> • 0/0% Misassignment of teachers of English Learners | 2025-26 / 2026-27 Update |

| 1.17 | Instructional Materials-Every student having access to standards-aligned materials as measured by Williams Audit | For the 2023-24 school year<br><br>0/0.0% Students without access | 2025-26 Update | 2026-27 Update | 0/0.0% Students without access | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 1.18 | School Facilities in Good Repair as measured by the FIT report | For the 2022-23 school year<br><br>178 Instances where Facilities did not meet the "Good Repair" standard<ul><li>3 schools had an overall rating of fair conditions</li><li>11 schools had an overall rating of good repair</li><li>2 school had an overall rating of exemplary</li></ul> | 2025-26 Update | 2026-27 Update | 0 Instances where Facilities did not meet the "Good Repair" standard<ul><li>0 schools had an overall rating of fair conditions</li><li>All of our schools will be in the "good repair" or "exemplary" rating</li></ul> | 2025-26 / 2026-27 Update |
| 1.19 | Teacher participation in PD | Summer 2023 PD participation<br><br>Number of teachers = 1092<br><br>We will be looking to collect year round participation numbers.<br><br>2024-25 will be our baseline year | 2025-26 Update | 2026-27 Update | At least 80% of teachers will participate in one or more PD sessions | 2025-26 / 2026-27 Update |
| 1.20 | Implementation level of evidence-based instructional practices and interventions | We have never measured the level of implementation so this will be a new metric for us.<br>2024-25 will be our baseline year | 2025-26 Update | 2026-27 Update | At least 50% of our teachers will be implementing evidence-based instructional practices and interventions | 2025-26 / 2026-27 Update |

# Goal Analysis for 2023-24 (analysis completed as part of the 2023-24 LCAP Annual Update within a separate template)

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
|---|

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

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
|---|

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
|---|

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

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
|---|

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| 1.1 | Research, collaboration, professional development, and support for MTSS teams | Our data on the CA Dashboard College and Career indicator (CCI) shows that our Foster Youth are at the lowest performance level for our district as a whole and the following student groups, at the listed sites, are also performing at the lowest level on the CCI:<br><br>| Indicator | College and Career | | | | | |<br>| --- | --- | --- | --- | --- | --- | --- |<br>| Status | Red | Red | Red | Red | Red | Red |<br>| Student Groups | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/ Latino |<br>| School Sites | Apollo Calero Foothill Pegasus Phoenix | Wm. C Overfelt Foothill | Foothill | Apollo Calero Foothill Pegasus Phoenix | Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena | Apollo Calero Foothill Pegasus Phoenix |<br><br>Furthermore, upon reviewing our local data, it is evident that the student groups mentioned require additional tiered interventions as each of the student groups have A-G completion rates far below the district average. In the case of our Students with Disabilities (SWD), Foster Youth, and Homeless Youth, the A-G completion rates are the lowest at 8.3% for our SWDs, 19% for our Homeless Youth, and 21.4% for our Foster Youth.<br><br>Therefore, it becomes imperative to continue our work with the implementation of MTSS, as this framework is evidence-based. Research, professional development, and support will be provided for Tier 1 teams as they continue to develop common assurances for academic and behavior instruction and support. Guidance and support provided for MTSS TOSAs as they work with the Student Equity Councils (SEC) to recruit, train, and guide students in developing advocacy skills and elevating student voice.<br><br>In addition, collaboration time and support will be provided to school site teams in developing Tier 2 and Tier 3 interventions to support our student groups performing at the lowest level as indicated in the table above.<br><br>● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions<br>● Travel and conference for teams to learn more about MTSS<br>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions<br>We will partner with research consultants and advocacy organizations who will provide:<br><br>● Assistance with planning and messaging | $209,000<br><br>Contract Services<br><br>$25,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
| --- | --- | --- | --- | --- |

| | | <ul><li>Development of research-based toolkits for implementation of projects and initiatives</li><li>Support with workshops for our Student Equity Councils</li><li>Support with meeting requirements of agreement with Office for Civil Rights</li></ul> Contract services with Hanover Research and Californians for Justice. | | |

| 1.2 | Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment | Our data indicates a need to address the College and Career readiness level, as measured by the CA Dashboard, of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-income students. In particular, a review of the data shows Foster Youth performing at the lowest performance level districtwide, and English Learner, Students with Disabilities, Homeless Youth, and Low-income students performing at the lowest performance level on the CCI at the following school sites: | $2,273,038 Personnel Costs: Salary and Benefits | [Yes] Foster Youth English Learners Low-Income Districtwide All Schools |

| Indicator | College and Career | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| School Sites | Wm. C Overfelt | Foothill | Apollo Calero Foothill Pegasus Phoenix | Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena |

Additionally, our local A-G completion rate shows our Foster Youth with a 21.4% completion rate, our Students with Disabilities with a 8.3% completion rate, and our English Learners with a 26.3% completion rate across the district, which is well below the overall district rate of 54.4%.

Hence we recognize the importance of providing academic, behavioral, and socioemotional instruction and interventions at all of our school sites through MTSS.

The Teacher on Special Assignment for MTSS Implementation will assist in all matters pertaining to the development and implementation of a consistent Multi-Tiered System of Supports (MTSS) by working directly with site administration, certificated, and classified staff in alignment with the district's vision and goals.

- Provide 13.0 FTE TOSAs to support the implementation of MTSS at each of the school sites

This action item will provide an MTSS TOSA for each of our comprehensive high schools, our one alternative site, and one for our four continuation sites. Additionally, the work of implementing MTSS Tier 1 instructional strategies and interventions will focus on ensuring our target populations, Foster Youth, English Learners, Students with Disabilities, and Low-income students are receiving the classroom interventions needed.

| 1.3 | Professional Development for Mathematics, Science, and English Language Arts teachers | Provide professional development for Mathematics, Science, and English Language Arts teachers on evidence-based instructional strategies to improve student performance levels as measured by the ELA, Science, and Math State Assessments. In particular, teachers will learn how to improve interventions for students performing at the lowest level as indicated by the CA Dashboard academic indicators. | $60,000 Contract Services $30,000 Personnel Costs: Salary and Benefits Funded using Learning Recovery funds for 2024-25 | [No] All Students Districtwide All Schools |

| Indicator | English Language Arts | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | All Students Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick | Independence Silver Creek Wm C Overfelt Yerba Buena | Andrew Hill Mt. PLeasant Piedmont Hills Wm C Overfelt Yerba Buena | Andrew Hill James Lick Silver Creek Yerba Buena |

| Indicator | Mathematics | | | | |
|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick Mt. Pleasant Wm. C Overfelt | Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt | Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Silver Creek Yerba Buena |

The Science State assessment shows that only 37.57% of students met or exceeded standard with the following student populations performing at lower levels:

- ○ African American = 17.21%
- ○ Hispanic = 16.33%
- ○ Socioeconomically Disadvantaged = 24.89%
- ○ English Learners = 2.32%
- ○ Students with Disabilities = 5.12%

| | | This data, as well as the input collected from our educational partners asking for subject specific support for students, indicates to our district that we need to support our students by ensuring fidelity to evidence-based Tier 1 instruction and interventions across all classrooms.<br><br>• Provide time, extra time compensation, and resources for teachers to collaborate and attend learning sessions<br>• Secure a sub pool for classroom coverage to allow teachers to attend PD sessions<br>• Contract with Silicon Valley Math Initiative (SVMI) to work with math teachers and administrators | | |
|---|---|---|---|---|
| 1.4 | Professional Development for Math teachers at James Lick | James Lick High School has been identified as CSI - Low Performing based on the CA Dashboard metrics. One of the areas of high concern is the performance level of students in Math as indicated by the schoolwide lowest level based on the State Assessment where 13.3% of students met or exceeded standard.<br><br>To support this, math teachers at James Lick will work with the Math Subject Area Coordinator to identify evidence-based instructional strategies and interventions to implement across all Math 1, 2, 3 courses and conduct instructional rounds.<br><br>• Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions<br>• Secure a sub pool for classroom coverage to allow teachers to attend PD sessions<br>• Provide materials, equipment, and resources | $20,000<br><br>Personnel Costs: Salary and Benefits<br><br>$5000<br><br>Materials and Supplies<br><br>Funded using CSI funds for 2024-25 | [No]<br><br>All Students<br><br>Schoolwide<br><br>Target School:<br><br>James Lick |

| 1.5 | Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level | Provide before and after school learning sessions for student groups identified as lowest performing as measured by the CA Dashboard in Math and English Language Arts. | $30,000 Personnel Costs: Salary and Benefits $10,000 Materials and Supplies Funded using A-G Grant funds for 2024-25 | [No] All Students Districtwide All Schools |
|---|---|---|---|---|

| Indicator | English Language Arts | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | All Students Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick | Independence Silver Creek Wm C Overfelt Yerba Buena | Andrew Hill Mt. PLeasant Piedmont Hills Wm C Overfelt Yerba Buena | Andrew Hill James Lick Silver Creek Yerba Buena |

| Indicator | Mathematics | | | | |
|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick Mt. Pleasant Wm. C Overfelt | Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt | Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Silver Creek Yerba Buena |

- Provide time, extra time compensation, and resources for teachers to plan and implement learning sessions for students

| 1.6 | Data reporting for monitoring and analysis of metrics | Our ability to collect, organize, and analyze data to make informed decisions is key to improving student outcomes. In particular, being able to disaggregate the data to focus on English Learners, Foster Youth, and Low-income students is of utmost importance given these groups' performance level, as measured by the CA Dashboard metrics, is at the lowest level, as indicated in the following table: | $91,288<br><br>Personnel Costs: Salary and Benefits<br><br>$59,740<br><br>Contract Services | [Yes]<br><br>Foster Youth<br><br>English Learners<br><br>Low-Income<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth |

Therefore, we will develop data reports including early warning system reports for use by school site and district staff to monitor individual student progress of our Foster Youth, English Learners, Homeless Youth, and Low-income students as measured by the CA Dashboard indicators. Additionally, our data indicates that our Foster Youth, English Learners, and Low-Income students have amongst the lowest A-G course completion and fall further behind from being on-track after each grade level. The reports created will specifically inform counselors, case managers, administrators, and teachers of the areas where interventions are needed.

- Provide a .5 FTE Programmer Analyst to create and develop data reports and support with the analysis

In addition to the staff we will add data warehouse tools to allow for the completion of the data reports. These reports will allow for alignment with data from our feeder schools to better support our incoming 9th graders identified as Foster Youth, English Learners, and Low-income students as they make the transition from middle school to high school.

| 1.7 | Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders | Review of both the CA Dashboard data and our local data measuring college and career readiness shows our three target populations, English Learners, Foster Youth, Students with Disabilities, and Low-Income students with disproportionate outcomes when compared to our overall district level of performance. In particular, our Foster Youth and Students with Disabilities have amongst the lowest A-G completion rate with Foster Youth at 21.4% and Students with Disabilities at 8.3%. In addition, the College and Career indicator and the Math and English metrics on the CA Dashboard shows English Learners, Homeless Youth, Students with Disabilities, and Low-income students at the lowest performance level as shown below: | $1,087,000<br><br>Personnel Costs: Salary and Benefits<br><br>$50,000<br><br>Contract Services<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |

| Indicator | College and Career | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| School Sites | Wm. C Overfelt | Foothill | Apollo Calero Foothill Pegasus Phoenix | Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena |

| Indicator | English Language Arts | | |
|---|---|---|---|
| Status | Red | Red | Red |
| Student Groups | Socioeconomically Disadvantaged | English Learners | Students with Disabilities |
| School Sites | James Lick | Independence Silver Creek Wm C Overfelt Yerba Buena | Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena |

| Indicator | Mathematics | | |
|---|---|---|---|
| Status | Red | Red | Red |
| Student Groups | English Learners | Socioeconomically Disadvantaged | Students with Disabilities |
| School Sites | Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt | Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena |

The analysis of the data, coupled with the input gathered from our students indicating a need to increase and improve access to instruction that meets the needs of diverse learners, points to the following system response:

- Provide professional development focused on the CA Standards for the Teaching Profession and the CA Professional Standards for Educational Leaders, which include components specific to Universal Design for Learning and Culturally Responsive Teaching, as a means to move toward an evidence-based instructional framework at the Tier 1 level. As part of a Tier 1 instructional framework we will elevate the Graduate Profile as a tool for embedding skill development across all subject areas to improve the following college and career readiness skills: Communicators, Critical Thinkers, Collaborators, Creators.
  - Contract with PD providers to facilitate learning sessions
  - Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions
  - Add teacher equity project with SJSU
  - Fund 1 additional PD day at the start of the school year
  - Secure a sub pool for classroom coverage to allow teachers to attend PD sessions
  - Organize existing administrative meetings to include work on the CA Standards for Educational Leaders
  - Provide coaching for Principals

| 1.8 | Placement of Students with Disabilities in Least Restrictive Environment (LRE) | Our Students with Disabilities are a student group with lowest performance levels in various metrics and at many of our school sites as measured by the CA Dashboard Indicators: | $5000 Personnel Costs: Salary and Benefits $15,000 Contact Services Funded using Learning Recovery funds for 2024-25 | [No] All Students Districtwide All Schools |
|---|---|---|---|---|

**CA Dashboard Data for Students with Disabilities**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| School Sites | District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Independence James Lick Wm C Overfelt | District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena |

Additionally, our baseline data shows only 39.4% of our students enrolled in general ed courses for 80% or more of their instructional time. This necessitates we work with staff across the district to ensure all Students with Disabilities are placed in their LRE as per their IEP. Placement data charts will be created to provide school site scheduling teams with information about each student's coursework, test scores, and general ed placement. Professional development will be provided to all teachers focused on understanding disabilities and providing accommodations and modifications in the general ed classroom.

- Contract with PD providers to facilitate learning sessions
- Provide time, extra time compensation, and resources for teachers, counselors, case managers, special services related services staff, and administrators to collaborate and attend sessions
- Secure a sub pool for classroom coverage to allow staff to attend PD sessions

| 1.9 | Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment | Our Students with Disabilities are a student group with lowest performance levels in various metrics and at many of our school sites as measured by the CA Dashboard Indicators:<br><br>**CA Dashboard Data for Students with Disabilities**<br><br>| Indicator | English Language Arts | Mathematics | Graduation | College and Career |<br>| --- | --- | --- | --- | --- |<br>| Status | Red | Red | Red | Red |<br>| School Sites | District Level<br>Andrew Hill<br>Mt. Pleasant<br>Piedmont Hills<br>Wm C Overfelt<br>Yerba Buena | District Level<br>Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Piedmont Hills<br>Wm C Overfelt<br>Yerba Buena | District Level<br>Independence<br>James Lick<br>Wm C Overfelt | District Level<br>Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Oak grove<br>Piedmont Hills<br>Santa Teresa<br>Silver Creek<br>Wm C Overfelt<br>Yerba Buena |<br><br>To improve these outcomes, professional development and ongoing support will be provided to all teachers, focused on understanding disabilities and providing accommodations and modifications in the general ed classroom, to ensure the needs of Students with Disabilities are met.<br><br>● 11.0 FTE Education Specialist Teacher on Special Assignment (Inclusion Specialist) to provide support to general education teachers at each of the comprehensive high schools | $1,796,734<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
| 1.10 | Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE) | Access to opportunities that prepare students to be college and career ready is important to improving student outcomes. In particular, improving the College and Career readiness indicator as well as the number of students who take both A-G and CTE courses. Outcomes for 2023 show an overall CCI rate of 48.4% and only 10% of students enrolled in both A-G and CTE courses.<br><br>To support college and career readiness, school counselors and CTE sector leads will provide guidance to ensure students who are enrolled in our CTE pathways stay on course to complete the CTE pathway course sequence and to be CTE pathway completers. School counselors and site administration will also work closely with staff at SVCTE to provide guidance to ensure students enrolled in an SVCTE course are successfully completing the course and earning certifications where available.<br><br>● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions<br>● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions | $15,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using CTE funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |

| 1.11 | California College Guidance Initiative as a college and career planning tool | Our CA Dashboard College and Career indicator (CCI) shows that our Foster Youth are at the lowest performance level for our district as a whole and the following student groups, at the listed sites, are also performing at the lowest level on the CCI:<br><br>(table below)<br><br>As a way to improve these outcomes, school counselors will utilize the California Department of Education (CDE) CCGI tool to develop and assess essential competencies with their students in their caseload with a target focus on Foster Youth, English Learner, Homeless Youth, and Low-Income students to ensure students are prepared for college and career. They will also work with parents/guardians to provide access to and support in planning and monitoring their student's progress using CCGI.<br><br>Emphasis for utilization of the tool will be placed for our Foster Youth, English Learner, Homeless Youth, and Low-Income students as our data shows a need to increase the college and career readiness of these student groups. Our CA Dashboard College and Career indicator shows our Foster Youth and Students with Disabilities are at the lowest performance level with Foster Youth at 9.5% prepared and Students with Disabilities at 5.3% prepared. | No cost item | [No]<br>All Students<br>Districtwide<br>All Schools |

| Indicator | College and Career | | | | | |
|---|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/ Latino |
| School Sites | Apollo Calero Foothill Pegasus Phoenix | Wm. C Overfelt Foothill | Foothill | Apollo Calero Foothill Pegasus Phoenix | Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena | Apollo Calero Foothill Pegasus Phoenix |

| 1.12 | College Awareness and Financial Aid Support for target student populations | Our target populations are performing at the lowest level on key CA Dashboard indicators that provide information on how our system is preparing students to be college and career ready. The table below shows our English Learners, Foster Youth, Homeless Youth, and Low-income students with low performance in English Language Arts, Mathematics, Graduation, and College and Career.<br><br>**CA Dashboard Data for Target Student Populations: District level**<br><br>| Indicator | English Language Arts | Mathematics | Graduation | College and Career |<br>| --- | --- | --- | --- | --- |<br>| Status | Red | Red | Red | Red |<br>| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth |<br><br>We need to inform our students and their families about the impact of these metrics on college readiness and ensure they know college is attainable. To support our target student populations we will provide opportunities for Foster Youth, Low-Income students, Homeless Youth, and English Learners to learn more about college and university admissions requirements, cost, and steps to take to apply for admission and financial aid. Opportunities will include:<br><br>• college information workshops and events<br>• parent workshops in partnership with the Parent Institute for Quality Education (PIQE)<br>• outreach provided by community partners | $149,500<br>Contract Services<br>$20,000<br>Materials and Supplies | [Yes]<br>Foster Youth<br>Low-Income<br>English Learners<br>Districtwide<br>All Schools |
| 1.13 | College entry, International Baccalaureate (IB) and Advanced Placement (AP)exam access | Our local data indicates a need to increase the number of students achieving at high levels on college preparation and entry exams such as IB, SAT, and AP. Our baseline shows 57% of our students achieving a score of 3 or higher on an IB or AP exam with English Learners at 24.4%, Socioeconomically Disadvantaged at 41.4% and Students with Disabilities at 15.7%.<br><br>To support access to college entrance and placement in college level coursework, we will fund AP exams at a lower cost for Socioeconomically Disadvantaged students and SAT will be funded for all juniors and our targeted student populations: low-income students, English Language Learners, Students with Disabilities, Homeless Youth, and Foster youth. | $250,000<br>Contract services<br>Funded using A-G Grant funds for 2024-25 | [No]<br>All Students<br>Districtwide<br>All Schools |

| 1.14 | Mentoring and academic support for students | Our Low-income students at 43.2% and English Learners at 26.3% have A-G completion rates lower than the district rate of 54.4%. Additionally, these two student groups have performance levels at the lowest level as measured by the CA Dashboard at the target schools: | $421,000 Contract Services | [Yes] Foster Youth English Learners Low-Income Specific Schools: Andrew Hill Independence James Lick Mt. Pleasant Oak Grove Wm. C Overfelt Yerba Buena |
|---|---|---|---|---|

| Indicator | English Language Arts | |
|---|---|---|
| Status | Red | Red |
| Student Groups | Socioeconomically Disadvantaged | English Learners |
| School Sites | James Lick | Independence Wm C Overfelt Yerba Buena |

| Indicator | Mathematics | |
|---|---|---|
| Status | Red | Red |
| Student Groups | English Learners | Socioeconomically Disadvantaged |
| School Sites | Andrew Hill Independence Mt. Pleasant Oak Grove Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt |

| Indicator | College and Career |
|---|---|
| Status | Red |
| Student Groups | English Learners |
| School Sites | Wm. C Overfelt |

| School Site | A-G Completion Rate: All Students | A-G Completion Rate: English Learners | A-G Completion Rate: Socioeconomically Disadvantaged |
|---|---|---|---|
| Andrew Hill | 42.1% | 21.3% | 39.8% |
| Independence | 61.3% | 28.3% | 53.8% |
| James Lick | 47.9% | 23.1% | 44.5% |
| Mt. Pleasant | 36.7% | 13.1% | 33.2% |
| Oak Grove | 43.6% | 26.7% | 37.6% |
| Wm C Overfelt | 41.8% | 22.7% | 43.3% |
| Yerba Buena | 56.8% | 28.2% | 54% |

Provide mentoring and academic support, in partnership with community-based and non-profit organizations, for target student groups at seven of our high schools with socioeconomically disadvantaged (SED) students and English Language Learners performing at lower levels. Identified schools are Andrew Hill, Independence, Mt. Pleasant, James Lick, Oak Grove, Yerba Buena, and Wm. C Overfelt.

Partnerships included: CAL SOAP, DCAC, Puente

**CAL SOAP**: "The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. Today, Cal-SOAP is instrumental in improving the flow of information about postsecondary education and financial aid while raising the achievement levels of low-income, elementary and secondary school students or geographic regions with documented low-eligibility or college participation rates, and who are first in their families to attend college."

| | | | | | |
|---|---|---|---|---|---|
| | | **DCAC:** "Supporting and serving students on their path to post-secondary education is not a competition. DCAC partners and collaborates with school sites, districts and community-based organizations. DCAC College Adviser Fellows provide intensive and on-going college advising and college preparation support, and may include: Intensive academic advising and college planning, Financial aid and scholarship application assistance, Transcript evaluations, College application assistance, College campus visits" | | | |
| | | **Puente:** "Its mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components." | | | |
| 1.15 | Communication and engagement with parents/guardians | Our survey data and the input collected from our educational partners points to a need to improve communication and engagement with our families. Survey results show 65% of our families responded favorably on the topic of school communication. Specifically, 63% of our families responded favorably to the question "How much do you feel the school values your opinion?"<br><br>Given the data, we will plan to improve our communication and engagement process with parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students to ensure they are informed and are active participants in the decision-making process related to their students educational program.<br><br>• Provide extra duty compensation for classified staff to conduct additional outreach after regular school hours<br><br>In addition to the extra duty compensation, we will add mailing and translation services to ensure families receive the needed information in a manner that is accessible.<br><br>We will also provide a 1.0 FTE Coordinator of Family Engagement to support our families with accessing information and improve opportunities for engagement in decision-making committees with a focus on outreach to our parents/guardians of our Foster Youth, English Learners, Homeless Youth, Students with Disabilities, and Low-Income students. | $273,924<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools | |

| 1.16 | Field Trips for students | The input collected as part of the student forums clearly indicated a need for experiences outside of the classroom. Students are interested in visiting colleges, museums, and attending conferences to enhance their skills.<br><br>Additionally, when we review our school climate/SEL survey results we see the following outcomes:<br><br>53% of students feel a sense of belonging<br><br>• 54% of ELs who responded feel a sense of belonging<br>• 50% of SWDs who responded feel a sense of belonging<br><br>38% of students believe they can succeed in achieving academic outcomes<br><br>• 29% of ELs believe they can succeed in achieving academic outcomes<br>• 28% of SWDs believe they can succeed in achieving academic outcomes<br><br>We will provide outside the classroom experiences for our student target populations: Foster Youth, Low-Income, Students with Disabilities, and English Learners. Field trips will include outings to colleges, conferences, and school to school sessions as part of the student equity council learning sessions.<br><br>• transportation<br>• registration fees for conferences<br>• substitute coverage for teachers supporting students<br>• extra duty compensation for staff<br>• student gear and supplies<br><br>As part of this, we will measure students' sense of belonging and self-efficacy via our school climate and SEL survey to determine the impact and effectiveness of this action item. | $134,653<br><br>Materials, Fees, Transportation, and Supplies | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 1.17 | Targeted college and career readiness for students through AVID course enrollment | Our data shows that only 48.4% of our students are college and career ready as measured by the CCI metric on the CA Dashboard. Additionally, when we review our A-G completion rates, we find that amongst the lowest performing are our Foster Youth at 19%, Students with Disabilities (SWD) at 8.3%, and our English Learners at 26.3%.<br><br>To address this we plan to offer AVID courses across our high schools to ensure students have access to instruction and tools to explicitly prepare them for college and career. As part of the recruitment process for AVID, the target populations are 1st generation college students, low-income students, Foster youth, SWDs, and long-term English Learners.<br><br>"AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms."<br><br><ul><li>Provide 0.2 FTE release for a teacher on special assignment to coordinate the program at each participating site</li><li>Provide funding to attend the AVID professional development institutes</li><li>Fund the AVID partner registration fees</li></ul> | $109,887<br><br>Personnel Costs: Salary and Benefits<br><br>$15,000<br><br>Contract Services<br><br>Funded using Title IV for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

| 1.18 | Support for our alternative learning options | Our alternative learning options including Independent Studies (ISP) and our small continuation schools: Apollo, Pegasus, and Phoenix, serve a large number of low-income students, homeless youth, and English learners. All three continuation schools have above 20% EL enrollment with 100% of ELs enrolled identified at Long-term ELs at Apollo and Pegasus. Additionally, each of the three sites have the following percentage of students identified as low-income:<br><br>Apollo = 86%, Pegasus = 66.2%, Phoenix = 63%<br><br>Upon reviewing metrics on the CA Dashboard indicator we see the following results for these schools:<br><br>• Graduation at the lowest performance level for students at Phoenix designated as low-income.<br>• College and Career readiness at the lowest performance level for students designated as low-income at Apollo, Pegasus, and Phoenix.<br><br>Thus, additional support is needed to ensure the needs of our students are met.<br><br>• 0.4 FTE for teachers to provide additional academic support<br><br>• 0.2 FTE for added duty for teacher to provide professional development<br><br>• Provide extra duty compensation for teachers to participate in professional development and to offer extended learning opportunities for students needing to recover credits | $96,000<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Target Schools:<br><br>Apollo<br><br>Pegasus<br><br>Phoenix<br><br>ISP |

# Goal 2: Graduation Rate

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | **Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress towards high school graduation.**<br><br>In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile. | Broad Goal |

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

In order for our students to make progress toward meeting graduation requirements, we will work to ensure our learning environments are welcoming, supportive, and instruction includes the tasks that will develop students' strategic thinking skills in alignment with our graduate profile.

This goal is included in our plan as one of our main priorities is to ensure students graduate with a diploma. Our data shows that not all students are graduating at the same high rates. In particular, our Foster Youth, English Learners, African American, and Hispanic students graduate at disproportionate rates when compared to other groups. Additionally, the input gathered from our educational partners noted a need to improve instruction so that students receive the interventions needed to attain proficiency and/or mastery in their courses. Input also noted the need to expand social-emotional and mental health services provided to all students so that students are able to feel connected to school and thus succeed academically.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Graduation Rate Status and Change as measured by the CA Dashboard | 2023 CA Dashboard Indicators:<br><br>All students = 86.9%<br><br>• Foster Youth = 69.6%<br>• Homeless Youth = 65.5%<br>• Students with Disabilities =63.9%<br>• English Learners = 71.1%<br>• Socioeconomically Disadvantaged= 81.4%<br>• Hispanic/Latino = 78.6% | 2025-26 Update | 2026-27 Update | All students = 95%<br><br>• Foster Youth =  95%<br>• Homeless Youth =  95%<br>• Students with Disabilities = 95%<br>• English Learners =  95%<br>• Socioeconomically Disadvantaged= 95%<br>• Hispanic/Latino =  95% | 2025-26 / 2026-27 Update |
| 2.2 | Graduation rate by Race/Ethnicity | 2023 Outcomes<br><br>All students = 87%<br><br>• Asian = 95.2%<br>• African American = 80.5%<br>• Hispanic/Latino = 78.6% | 2025-26 Update | 2026-27 Update | All students = 95%<br><br>• Asian = 98%<br>• African American =95%<br>• Hispanic/Latino =95% | 2025-26 / 2026-27 Update |

| 2.3 | Graduation rate by Program | 2023 Outcomes<br><br>All students = 87%<br><br>- English Learners = 70.9%<br>- Socioeconomically Disadvantaged = 81.4%<br>- Students with Disabilities = 64.9%<br>- Foster Youth = 60.9%<br>- Homeless Youth = 64.9% | 2025-26 Update | 2026-27 Update | All students = 95%<br><br>- English Learners = 95%<br>- Socioeconomically Disadvantaged = 95%<br>- Students with Disabilities = 95%<br>- Foster Youth = 95%<br>- Homeless Youth = 95% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 2.4 | Local graduation rate for students with continuous enrollment by Race/Ethnicity | 2023 Outcomes<br><br>All students with continuous enrollment = 96.3%<br><br>- African American = 92.9%<br>- Hispanic/Latino = 93.6%<br>- Asian = 98.1% | 2025-26 Update | 2026-27 Update | All students with continuous enrollment = 100%<br><br>- African American = 100%<br>- Hispanic/Latino = 100%<br>- Asian = 100% | 2025-26 / 2026-27 Update |
| 2.5 | Local graduation rate for students with continuous enrollment by Program | 2023 Outcomes<br><br>All students with continuous enrollment = 96.3%<br><br>- English Learners = 91.4%<br>- Socioeconomically Disadvantaged = 93.8%<br>- Students with Disabilities = 88.1%<br>- Homeless Youth = 85.7% | 2025-26 Update | 2026-27 Update | All students with continuous enrollment = 100%<br><br>- English Learners = 100%<br>- Socioeconomically Disadvantaged = 100%<br>- Students with Disabilities = 100%<br>- Homeless Youth = 100% | 2025-26 / 2026-27 Update |
| 2.6 | Local graduation rate for students with interrupted enrollment by Race/Ethnicity | 2023 Outcomes<br><br>All students with interrupted enrollment = 71%<br><br>- African American = 80.5%<br>- Hispanic/Latino =63.2%<br>- Asian = 56.1% | 2025-26 Update | 2026-27 Update | All students with interrupted enrollment = 90%<br><br>- African American = 90%<br>- Hispanic/Latino =90%<br>- Asian = 90% | 2025-26 / 2026-27 Update |

| 2.7 | Local graduation rate for students with interrupted enrollment by Program | 2023 Outcomes<br><br>All students with interrupted enrollment = 71%<br><br>- English Learners = 60.6%<br>- Socioeconomically Disadvantaged = 67.2%<br>- Students with Disabilities = 58.2%<br>- Foster Youth = 58.3%<br>- Homeless Youth = 60.2% | 2025-26 Update | 2026-27 Update | All students with interrupted enrollment = 90%<br><br>- English Learners = 90%<br>- Socioeconomically Disadvantaged =90%<br>- Students with Disabilities = 90%<br>- Foster Youth = 90%<br>- Homeless Youth = 90% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 2.8 | On track graduation rate by grade level and race/ethnicity | For the 2022-23 school year<br><br>9th grade = 64%<br><br>- Asian = 87%<br>- Hispanic/Latino = 42%<br>- African American = 49%<br><br>10th grade = 60%<br><br>- Asian = 85%<br>- Hispanic/Latino = 37%<br>- African American = 39%<br><br>11th grade = 53%<br><br>- Asian = 76%<br>- Hispanic/Latino = 31%<br>- African American = 42% | 2025-26 Update | 2026-27 Update | 9th grade = 90%<br><br>- Asian = 90%<br>- Hispanic/Latino = 90%<br>- African American = 90%<br><br>10th grade = 90%<br><br>- Asian = 90%<br>- Hispanic/Latino = 90%<br>- African American = 90%<br><br>11th grade = 90%<br><br>- Asian = 90%<br>- Hispanic/Latino = 90%<br>- African American = 90% | 2025-26 / 2026-27 Update |

| 2.9 | On track graduation rate by grade level and program | For the 2022-23 school year<br><br>9th grade = 64%<br><br>- English Learners = 38%<br>- Socioeconomically Disadvantaged = 50%<br>- Students with Disabilities = 42%<br><br>10th grade = 60%<br><br>- English Learners = 31%<br>- Socioeconomically Disadvantaged = 45%<br>- Students with Disabilities = 33%<br><br>11th grade = 53%<br><br>- English Learners = 25%<br>- Socioeconomically Disadvantaged = 39%<br>- Students with Disabilities = 26% | 2025-26 Update | 2026-27 Update | 9th grade = 90%<br><br>- English Learners = 90%<br>- Socioeconomically Disadvantaged = 90%<br>- Students with Disabilities = 90%<br><br>10th grade = 90%<br><br>- English Learners = 90%<br>- Socioeconomically Disadvantaged = 90%<br>- Students with Disabilities = 90%<br><br>11th grade = 90%<br><br>- English Learners = 90%<br>- Socioeconomically Disadvantaged = 90%<br>- Students with Disabilities = 90% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 2.10 | Marking Period grade reports - Early Warning System (EWS) | Marking Period 5 EWS from Spring 2024<br><br>Total number of students at the highest risk level = 7680<br><br>English Learners = 2292<br><br>Socioeconomically disadvantaged =4728<br><br>Hispanic/Latino = 5430 | 2025-26 Update | 2026-27 Update | Total number of students at the highest risk level = 5376<br><br>English Learners = 1607<br><br>Socioeconomically disadvantaged =3309<br><br>Hispanic/Latino = 3801 | 2025-26 / 2026-27 Update |
| 2.11 | Students with a current 4-year plan | This is a new metric and our baseline will be collected in 2024-25. | 2025-26 Update | 2026-27 Update | 100% English Learners, Foster Youth, and Socioeconomically disadvantaged will have current 4 year plans | 2025-26 / 2026-27 Update |

| 2.12 | Students with at least 2 one-to-one sessions with a school counselor each school year | This is a new metric and our baseline will be collected in 2024-25 | 2025-26 Update | 2026-27 Update | 100% English Learners, Foster Youth, and Socioeconomically disadvantaged will have met one-to-one with their counselor at least 2 times each year | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 2.13 | Dropout rates by race/ethnicity | 2023 Outcomes<br><br>District = 5.8%<br><br>● African-American = 11.2%<br>● Hispanic/Latino = 9.9%<br>● Asian = 1.8%<br>● White = 3.1% | 2025-26 Update | 2026-27 Update | District = 3%<br><br>● African-American = 3%<br>● Hispanic/Latino = 3%<br>● Asian = 3%<br>● White = 3% | 2025-26 / 2026-27 Update |
| 2.14 | Dropout rates by program | 2023 Outcomes<br><br>District = 5.8%<br><br>● Foster Youth = 21.7%<br>● English Learners = 12.6%<br>● Students with Disabilities = 11.1% | 2025-26 Update | 2026-27 Update | District = 3%<br><br>● Foster Youth = 3%<br>● English Learners = 3%<br>● Students with Disabilities = 3% | 2025-26 / 2026-27 Update |

| 2.15 | Efforts to build relationships and partnerships for student outcomes | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 3 Initial Implementation | 2025-26 Update | 2026-27 Update | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.<br>• Rating = 4 Full Implementation<br>Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.<br>• Rating = 4 Full Implementation | 2025-26 / 2026-27 Update |

| 2.16 | Implementation of Academic Content Standards | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br>• ELA - 4 Full Implementation<br>• ELD - 4 Full Implementation<br>• Math - 3 Initial Implementation<br>• NGSS Science - 4 Full Implementation<br>• History-Social Science - 4 Full Implementation<br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 4 Full Implementation<br>• ELD - 4 Full Implementation<br>• Math - 3 Initial Implementation<br>• NGSS Science - 4 Full Implementation<br>• History-Social Science - 4 Full Implementation<br>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.<br>• ELA - 4 Full Implementation<br>• ELD - 4 Initial Implementation<br>• Math - 3 Initial Implementation | 2025-26 Update | 2026-27 Update | Local Indicator Self-Reflection Tool<br>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<br>• ELA - 5 Full Implementation & Sustainability<br>• ELD - 5 Full Implementation & Sustainability<br>• Math - 4 Full Implementation<br>• NGSS Science - 5 Full Implementation & Sustainability<br>• History-Social Science - 5 Full Implementation & Sustainability<br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<br>• ELA - 5 Full Implementation & Sustainability<br>• ELD - 5 Full Implementation & Sustainability<br>• Math - 4 Full Implementation | 2025-26 / 2026-27 Update |
|------|------|------|------|------|------|------|

| | | | | | | |
|---|---|---|---|---|---|---|
| | | <ul><li>NGSS Science - 4 Full Implementation</li><li>History-Social Science - 4 Full Implementation</li></ul> | | | <ul><li>NGSS Science - 5 Full Implementation & Sustainability</li><li>History-Social Science - 5 Full Implementation & Sustainability</li></ul>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.<ul><li>ELA - 5 Full Implementation & Sustainability</li><li>ELD - 5 Full Implementation & Sustainability</li><li>Math - 4 Full Implementation</li><li>NGSS Science - 5 Full Implementation & Sustainability</li><li>History-Social Science - 5 Full Implementation & Sustainability</li></ul> | |
| 2.17 | Survey results for Climate of Support for Academic Learning (percent favorable) | From Fall 2023 Panorama Survey Results<br><br>Is there a climate of support for academic learning?<br><br>Students = 69%<br><br>Parents/Guardians = 90%<br><br>Staff = 89% | 2025-26 Update | 2026-27 Update | Is there a climate of support for academic learning?<br><br>Students = 95%<br><br>Parents/Guardians = 95%<br><br>Staff = 95% | 2025-26 / 2026-27 Update |

| 2.18 | Survey Results for Self-Efficacy (percent favorable) | From Fall 2023 Panorama SEL student survey results<br><br>Overall Self-Efficacy = 38%<br><br>Self-Efficacy about Math = 45%<br><br>Self-Efficacy about ELA = 56%<br><br>Self-Efficacy about Science = 50%<br><br>Self-Efficacy about Social Studies = 55% | 2025-26 Update | 2026-27 Update | Overall Self-Efficacy = 60%<br><br>Self-Efficacy about Math = 50%<br><br>Self-Efficacy about ELA = 65%<br><br>Self-Efficacy about Science = 60%<br><br>Self-Efficacy about Social Studies = 65% | |
| --- | --- | --- | --- | --- | --- | --- |
| 2.19 | Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit | For the 2022-23 school year<br>0/.00% Total Teacher Misassignments<br>• 0/0.0% Vacant Teacher Positions<br>• 22.8/2.4% Misassignment of teachers of English Learners | 2025-26 Update | 2026-27 Update | 0/.00% Total Teacher Misassignments<br>• 0/0.0% Vacant Teacher Positions<br>• 0/0% Misassignment of teachers of English Learners | 2025-26 / 2026-27 Update |
| 2.20 | Teachers participating in PD | Summer 2023 PD participation<br><br>Number of teachers = 1092 - 72%<br><br>We will be looking to collect year round participation numbers.<br><br>2024-25 will be our baseline year | 2025-26 Update | 2026-27 Update | At least 85% of teachers will participate in one or more PD sessions | 2025-26 / 2026-27 Update |
| 2.21 | Implementation level of evidence-based instructional practices and interventions | We have never measured the level of implementation so this will be a new metric for us.<br><br><br>2024-25 will be our baseline year | 2025-26 Update | 2026-27 Update | At least 50% of our teachers will be implementing evidence-based instructional practices and interventions | 2025-26 / 2026-27 Update |
| 2.22 | Parent/Guardian participation rates at school and district events | We have not consistently collected participation rates for our parent/guardian events. This will be a new metric.<br><br>2024-25 will be our baseline year | 2025-26 Update | 2026-27 Update | At least 75% of parents/guardians will participate in school and district events. | 2025-26 / 2026-27 Update |

| 2.23 | Utilization of credit recovery online platform | From 2023 Cyber High Online Platform<br><br># of courses completed during the 22-23 school year: 3250 courses<br><br># of courses completed during Summer 2023: 2916 courses<br><br>*we will move to a different online platform starting Fall 2024 | 2025-26 Update | 2026-27 Update | # of courses completed during the school year: number of courses will match student need as measured by credit deficiency<br><br># of courses completed during Summer: number of courses will match student need as measured by credit deficiency | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 2.24 | Utilization of online tutoring services | From 2023-24 school year<br><br>13,803 total activities<br><br>• 9347 live help sessions<br>• 1841 review center submissions | 2025-26 Update | 2026-27 Update | Increase use of the online tutoring platform<br><br>15,000 total activities<br><br>• 10,000 live help sessions<br>• 2500 review center submissions | 2025-26 / 2026-27 Update |
| 2.25 | Summer school enrollment<br><br>EL= English Learner<br>SED = Socioeconomically Disadvantaged | From 2023 Summer School<br><br>Total enrollment = 2769<br><br>EL enrollment = 818<br><br>SED enrollment = 1506 | 2025-26 Update | 2026-27 Update | Total enrollment = 3000<br><br>EL enrollment = 900<br><br>SED enrollment = 1600 | 2025-26 / 2026-27 Update |

# Goal Analysis for 2023-24 (analysis completed as part of the 2023-24 LCAP Annual Update within a separate template)

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
| --- |

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
| --- |

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

| Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update. |
| --- |

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |

| | | | | |
|---|---|---|---|---|
| 2.1 | Academic and social-emotional counseling provided by school counselors | School counselors will provide academic and social-emotional support to students whose performance level is at the lowest level as indicated by the CA Dashboard Graduation, Math, ELA, and College and Career indicators.<br><br>**District Level**<br><br>| **Indicator** | English Language Arts | Mathematics | Graduation | College and Career |<br>|---|---|---|---|---|<br>| **Status** | Red | Red | Red | Red |<br>| **Student Groups** | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino | Foster Youth Students with Disabilities |<br><br>Our data clearly indicates a need to focus counseling efforts on these specific student groups as each of these student groups have graduation rates below the district average. In particular, our Foster Youth have the lowest graduation rate of 60.9%, Students with Disabilities at 64.9%, English Learners at 70.9%, and Low-income students at 81.4%. Also, the input collected by our parents/guardians and students indicate a need to increase and improve access to school counselors. School counselors will work with students and their parents/guardians in developing 4-year plans and monitoring progress on required coursework. School counselors will also provide tiered support and interventions for students identified through our 6 week data report or early warning system. Additionally, counselors will establish target groups within their caseloads made up of the specific student group that has been identified within the lowest performance level at their respective school sites to ensure these students are provided the assistance and resources needed by scheduling at least 2 individualized sessions.<br><ul><li>Provide 35.6 FTE Counselors to provide these services</li></ul> | $6,310,693<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 2.2 | Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework | Our data clearly indicates a need to focus counseling efforts on our target student groups as each of these student groups have graduation rates below the district average. In particular, our Foster Youth have the lowest graduation rate of 60.9%, English Learners at 70.9%, and Low-income students at 81.4%. Additionally, these same student groups are at the lowest performance levels on key CA Dashboard indicators including Graduation, Math, and English Language Arts (ELA). It is important to note that the Math and ELA indicators are key to demonstrating progress toward graduation. | $240,590 Personnel Costs: Salary and Benefits | [Yes] Foster Youth Low-Income English Learners Districtwide All Schools |

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation |
|---|---|---|---|
| Status | Red | Red | Red |
| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth |

| Indicator | Graduation | | |
|---|---|---|---|
| Status | Red | Red | Red |
| Student Groups | English Learners | Homeless | Socioeconomically Disadvantaged |
| School Sites | Independence James Lick Wm. C Overfelt Foothill | Andrew Hill | Independence James Lick Wm. C Overfelt Foothill Phoenix |

| Indicator | Mathematics | |
|---|---|---|
| Status | Red | Red |
| Student Groups | English Learners | Socioeconomically Disadvantaged |
| School Sites | Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt |

| Indicator | English Language Arts | |
|---|---|---|
| Status | Red | Red |
| Student Groups | Socioeconomically Disadvantaged | English Learners |
| School Sites | James Lick | Independence Silver Creek Wm C Overfelt Yerba Buena |

| | | As a means to support the school counselors across the district in developing common assurances for how they will work with students and their parents/guardians in developing 4-year plans and monitoring progress toward graduation and A-G coursework as well as how to provide tiered support and interventions for students identified through our 6 week data report or early warning system, we will provide a counseling lead. Additionally, the counseling lead will work with counselors to establish target groups within their caseloads of Foster Youth, English Learners, Homeless Youth, and low-income students to ensure these students are provided the assistance and resources needed.<br><br>• 1.0 FTE School Counseling SAC | | |

| 2.3 | Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs) | Implementing evidence-based Tier 1 instruction and interventions to fidelity are essential to the success of our students. Implementing priority standards with the skills and vocabulary connected to those standards will support our work to improve and increase student outcomes as measured by our various data points, including marking period grades, CA Dashboard metrics, and local indicators. Our data clearly shows there are students not performing at high levels as demonstrated in the tables below. | $20,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using A-G Grant funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

| Indicator | English Language Arts | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | All Students<br><br>Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick | Independence<br>Silver Creek<br>Wm C Overfelt<br>Yerba Buena | Andrew Hill<br>Mt. Pleasant<br>Piedmont Hills<br>Wm C Overfelt<br>Yerba Buena | Andrew Hill<br>James Lick<br>Silver Creek<br>Yerba Buena |

| Indicator | Mathematics | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| School Sites | Andrew Hill<br>Independence<br>Mt. Pleasant<br>Oak Grove<br>Santa Teresa<br>Silver Creek<br>Wm. C Overfelt<br>Yerba Buena | Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Wm. C Overfelt | Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Piedmont Hills<br>Wm. C Overfelt<br>Yerba Buena | Andrew Hill<br>Independence<br>James Lick<br>Silver Creek<br>Yerba Buena |

Thus, our system response is to implement priority standards with the skills and vocabulary connected to those standards with fidelity across all subject areas.

- Provide extra time for teams of teachers led by the district's subject area coordinators to develop instructional Tier 1 common assurances that will include unpacking of the established priority standards for each course in every subject area to include skills and essential vocabulary with the intent of creating common curriculum maps based on these standards. This work will further lead to benchmark assessment and end of semester common summative assessments which will assess the teaching and learning in the classroom and inform interventions needed by students.

| | | <ul><li>Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions</li><li>Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions</li></ul> | | |

| 2.4 | Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students | Our data indicates that outcomes in key areas are amongst the lowest for specific student groups when measured for our district as a whole and by school site as demonstrated by the tables below: | $1,100,000 Personnel Costs: Salary and Benefits $20,000 Contract Services Funded using Learning Recovery funds for 2024-25 | [No] All Students Districtwide All Schools |

**District Level**

| Indicator | English Language Arts | Mathematics | Graduation | Suspension |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino | American Indian or Alaska Native |

| Indicator | Graduation | | | | |
|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red |
| Student Groups | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| School Sites | Independence James Lick Wm. C Overfelt Foothill | Andrew Hill | Independence James Lick Wm. C Overfelt Foothill Phoenix | Independence James Lick Wm. C Overfelt | Independence James Lick Foothill Wm. C Overfelt |

Additionally, when reviewing our survey data there is a clear indication that students do not feel connected to at least one adult at school with only 33% of students indicating that they have a sense of belonging. Furthermore, our survey data also demonstrates a lack of self-efficacy on the part of students with only 38% of students responding favorably to believing they are able to succeed.

Success for our students, as measured by graduation rates, is dependent on ensuring students are provided with the physical, emotional, social and academic support to make appropriate yearly progress towards high school graduation.

Thus, professional Development to support staff in responding positively to the academic, social-emotional and behavioral needs of our students with a focus on instruction and interventions in the classroom will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers, Teachers on Special Assignment, and Subject Area Coordinators, staff will participate in learning sessions focused on meeting the needs of our students whose performance levels are at the lowest level.

- Contract with PD providers to facilitate learning sessions
- Planning time and compensation for in-house providers
- Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions
- Fund 2 additional PD days at the start of the school year
- Secure a sub pool for classroom coverage to allow teachers to attend PD sessions during school hours

| 2.5 | High-dosage tutoring for students by subject area with a focus on Math and English Language Arts | Provide high-dosage tutoring for students identified as needing additional support and intervention. In particular, we will prioritize tutoring services for English Learners, Foster Youth, and Students with Disabilities as our local data indicates these three student groups have the highest failure rate as measured by grades and credits earned. Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as "at-risk" of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level.<br><br>English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena<br><br>English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena<br><br>Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena<br><br>Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena<br><br>Furthermore, as a district we are eligible for differentiated assistance for academics for our English Learners and Students with Disabilities, thus requiring a focus on Math and ELA for these student groups.<br><br>● Provide extra duty compensation for staff to provide high-dosage tutoring services<br>● Provide high-dosage tutoring via contracted services | $50,000<br><br>Personnel Costs: Salary and Benefits<br><br>$109,000<br><br>Contract Services<br><br>Funded using A-G Grant funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
|------|------|------|------|------|

| 2.6 | Edgenuity online Credit Recovery | Our data clearly indicates the student group with the lowest graduation rate is our Foster Youth. Additionally, the data for students on track for graduation at the end of each grade level is the lowest for our English Learners, Low-Income students, and our Students with Disabilities.<br><br>9th grade = 64%<br><br>• English Learners = 38%<br>• Socioeconomically Disadvantaged = 50%<br>• Students with Disabilities = 42%<br><br>10th grade = 60%<br><br>• English Learners = 31%<br>• Socioeconomically Disadvantaged = 45%<br>• Students with Disabilities = 33%<br><br>11th grade = 53%<br><br>• English Learners = 25%<br>• Socioeconomically Disadvantaged = 39%<br>• Students with Disabilities = 26%<br><br>To ensure our students make progress toward graduation we will provide Edgenuity credit recovery programs for students to recover credits lost in previous semesters. Counselors and administrators will work to ensure Edgenuity licenses are targeted for Foster Youth, English Learners, Low-income students, and Students with Disabilities. | $670,000<br><br>Contract Services<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |

| 2.7 | Summer School Program | Our marking period grade reports show 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners are surfaced as "at-risk" of not meeting graduation requirements. Additionally, the CA Dashboard indicators for Math and English Language Arts show English Learners and Students with Disabilities, at most of our schools, performing at the lowest level. | $1,946,665<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using A-G Learning Loss and Title I funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena

English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena

Students with Disabilities lowest performance level in ELA at Andrew Hill, Mt. Pleasant, Piedmont Hills, Wm C Overfelt, Yerba Buena

Students with Disabilities lowest performance level in Math at Andrew Hill, Independence, James Lick, Mt. Pleasant, Piedmont Hills, Wm. C Overfelt, Yerba Buena

Furthermore, as a district we are eligible for differentiated assistance for academics and graduation for the groups listed below:

| English Learners | Hispanic/ Latino | Homeless Youth | Students with Disabilities |
|---|---|---|---|
| Graduation | Graduation | Graduation | Graduation |
| Academics: Math and English Language Arts | Academics: Math and English Language Arts | Academics: Math and English Language Arts | Academics: Math and English Language Arts |

To improve student outcomes in graduation and academics, we will provide Summer Bridge and Summer School opportunities for the listed student groups, students needing to recover credits, students needing to recover grades to meet college eligibility, as well as incoming ninth graders who did not experience middle school success so that they are prepared to make the transition to high school. In particular, summer school offerings will be targeted to serve Foster Youth, English Learners, Students with Disabilities, low-income and homeless youth as our data indicates that these student groups have high credit deficiency and fall off-track from graduation after each grade level at higher rates when compared to other students.

| 2.8 | Intersession learning recovery mini-sessions | The input from our educational partners calls for greater access to learning recovery for students struggling with coursework. Our marking period reports (EWS) shows 58.4% of Students with Disabilities, 71.2% of Foster Youth, 60.9% of English Learners surfaced as "at-risk" of not meeting graduation requirements. Additionally, our SEL survey results indicate a need to build on students' own belief in their abilities to succeed:<br><br>● Overall Self-Efficacy = 38%<br>● Self-Efficacy about Math = 45%<br>● Self-Efficacy about ELA = 56%<br>● Self-Efficacy about Science = 50%<br>● Self-Efficacy about Social Studies = 55%<br><br>To improve the student outcomes listed above, we plan to offer learning recovery mini-sessions during school breaks and Saturdays to students in need of recovering and improving grades as well as students in need of addressing learning gaps. Sessions will be provided to all students with priority given to Foster Youth, English Learners, Students with Disabilities, and low-income students.<br><br>● Allot extra duty compensation for teachers and other staff for planning, facilitating sessions, and providing interventions | $178,400<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |

| 2.9 | Family Engagement and Communication | The input collected from our educational partners indicates a need to improve our family engagement efforts as follows:<br><br>● Establish a communication mechanism to consistently provide information to families, while also gathering and acting upon their input<br>● Engage in ongoing dialogue with students and staff to gather valuable insights into their academic and cultural support requirements<br>● Increase and improve access to teacher feedback on student progress and assignments<br><br>Additionally, when reviewing our CA Dashboard indicators, we can see the need to improve our partnership with our families, as parents/guardians are key to improving student outcomes. | $2,250,574<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth<br>English Learners | English Learners<br>Socioeconomically Disadvantaged | English Learners<br>Homeless Youth | Foster Youth |

**CA Dashboard Data for Students with Disabilities**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| School Sites | District Level<br>Andrew Hill<br>Mt. Pleasant<br>Piedmont Hills<br>Wm C Overfelt<br>Yerba Buena | District Level<br>Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Piedmont Hills<br>Wm C Overfelt<br>Yerba Buena | District Level<br>Independence<br>James Lick<br>Wm C Overfelt | District Level<br>Andrew Hill<br>Independence<br>James Lick<br>Mt. Pleasant<br>Oak grove<br>Piedmont Hills<br>Santa Teresa<br>Silver Creek<br>Wm C Overfelt<br>Yerba Buena |

| | | Parent and Community Involvement Specialists (PCIS) at each school site will support the school sites' efforts to maintain parents informed of their children's academic progress, and attendance as well as any school events and resources available to them and their families. In particular, they will target outreach efforts and support to Low-Income students, Foster Youth, Students with Disabilities, and English Learners and their families.  Their efforts will include, but are not limited to: <br><br> • ensuring all parents/guardians activate their accounts in the district's student information system so they can access their students' grades, assignments and attendance. <br> • informing families of school and district informational meetings <br> • facilitating conversations between non-English speaking parents and school staff, including teachers. <br> • referring families to school and community based resources that support the students' and families' needs. <br> • facilitate and organize workshops in English, Spanish and Vietnamese around topics of interest to parents/guardians of Low-income student, English Learners, and Foster Youth <br> ❏ Provide 14.2 FTE Parent and Community Involvement Specialists <br> ❏ Provide 1.0 FTE Community Resource Specialist  to address the needs of our Low-Income students, Foster Youth, and English Learners and their families at the district level. | | |

| 2.10 | Coaching and induction support for teachers with preliminary and intern credentials | Providing effective Tier 1 instruction and interventions to fidelity is key to improving student outcomes. A review of our local data and the CA Dashboard indicators shows there are student groups performing at lower levels. | $1,037,312 Personnel Costs: Salary and Benefits $150,000 Contract Services Funded using Learning Recovery funds for 2024-25 | [No] All Students Districtwide All Schools |

**District Level**

| Indicator | English Language Arts | Mathematics | Graduation | Suspension | College and Career |
|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red |
| Student Groups | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino | American Indian or Alaska Native | Foster Youth Students with Disabilities |

Through a partnership with the Santa Cruz/Silicon Valley New Teacher Project, the district will provide highly trained instructional coaches to support teachers in clearing their teaching credentials to ensure teachers are highly qualified and appropriately credentialed to provide instruction and intervention to students with a focus on English Learners, Foster Youth, Students with Disabilities, and Low-income students. This induction program ensures every student will have a quality teacher with access to best practices within and beyond the classroom as outlined in the California Standards for the Teaching Profession. The SC/SVNTP core values of equity, responsiveness, positive presupposition, reflective dialogue and inquiry stance support the district's commitment to building equitable communities and providing welcoming, supportive environments and instruction that prepares students for college and career. Our data and input from our educational partners indicate that our English Learners, Foster Youth, Students with Disabilities, and Low-income students need highly qualified teachers who will advocate for them so that the students remain on-track for graduation after each grade level.

- Provide 5.5 FTE Instructional Coaches to work with new teachers

| 2.11 | On-demand online tutoring | Provide one-to-one homework help and tutoring online and in real time to all students to support their course passage, their progress towards high school graduation and their attainment of the A-G university admission requirements. The service will be available 24 hours a day and seven days a week so that students can receive help around their home and/or work schedule.<br><br>Our data and educational partner input point to a need to provide tutoring services for students struggling to meet proficiency and/or mastery in content areas that further impacts the credits earned toward graduation as well as performance levels as measured by the State assessments in Math, Science and English Language Arts (ELA). | $670,000<br><br>Contract Services<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

**District Level**

| Indicator | English Language Arts | Mathematics | Graduation |
|---|---|---|---|
| Status | Red | Red | Red |
| Student Groups | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino |

| Indicator | English Language Arts | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | All Students<br><br>Socioeconomically Disadvantaged | English Learners | Students with Disabilities | Hispanic/Latino |
| School Sites | James Lick | Independence Silver Creek Wm C Overfelt Yerba Buena | Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | Andrew Hill James Lick Silver Creek Yerba Buena |

| Indicator | Mathematics | | | |
|---|---|---|---|---|
| **Status** | Red | Red | Red | Red |
| **Student Groups** | English Learners | Socioeconomically Disadvantaged | Students with Disabilities | Hispanic/Latino |
| **School Sites** | Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Mt. Pleasant Wm. C Overfelt | Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm. C Overfelt Yerba Buena | Andrew Hill Independence James Lick Silver Creek Yerba Buena |

The Science State assessment shows that only 37.57% of students met or exceeded standard with the following student populations performing at lower levels:

- African American = 17.21%
- Hispanic = 16.33%
- Socioeconomically Disadvantaged = 24.89%
- English Learners = 2.32%
- Students with Disabilities = 5.12%

To ensure our most-at-need students are accessing this resource, counselors, administrators, and parent and community involvement specialists will work with our target student populations to ensure they have active accounts and are able to utilize the services as needed.

| 2.12 | Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) by APTS | A review of our data shows our English Learners, Low-income students, and Foster Youth performing at lower levels on key metrics including College and Career, Graduation, Math, and English Language Arts as indicated on the CA Dashboard. | $2,473,171 Personnel Costs: Salary and Benefits | [Yes] Foster Youth Low-Income English Learners Districtwide All Schools |
|---|---|---|---|---|

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth |

**CA Dashboard Data for Students with Disabilities**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| School Sites | District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Independence James Lick Wm C Overfelt | District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena |

In addition, our marking period grade reports show 71.2% of Foster Youth, 60.9% of English Learners, and 58.4% of Students with Disabilities (SWD) are surfaced as "at-risk" of not meeting graduation requirements. Also, when we review our "on-track" data showing progress toward graduation, at the end of the 9th grade, only 38% of our English Learners, 42% of our SWDs and 50% of our Socioeconomically Disadvantaged remain on track for graduation.

Coordination of services and implementation of academic, attendance, and behavioral tiered interventions and supports for our targeted student populations with a focus on students surfaced by the 6-week data report (Early Warning System - EWS): Foster Youth, English Learners, Low-Income, and Homeless Youth.

Our data clearly indicates that our target student populations are not achieving at the same rate as other student groups and the input from our educational partners call for additional resources and support to address academic recovery, mental health, and behavior interventions with a focus on students surfaced by the 6-week data report (Early Warning System - EWS). To address this, we will provide staffing as follows:

- 11.0 FTE Associate Principals of Tiered Student Supports
- 0.35 FTE of Coordinator of Student Supports to provide supports to all school sites in the implementation of interventions for students requiring services as part of Student Study Teams (SST)

The added Associate Principal of Student Tiered Supports will focus on the following:

- Use of our 6-week data report or warning system data to identify students needing interventions and working with staff to establish a plan for each student.

  - Emphasis will be placed on the identification of students needing additional support and interventions

- Addressing the students who are not attending classes by identifying interventions and engaging with parents

The addition of this action item is an opportunity to address our work as a system to improve student outcomes:

- Coordination of the work of the added positions, serving the targeted student groups, within the LCAP
- Intentional use of the 6-week data report (early warning system - EWS)
- Collaboration with Multi-Tiered System of Supports (MTSS) team in development of interventions and support for students with highest needs
- Addressing the academic, social-emotional, and behavior needs of students by aligning the work of the Associate Principal of Attendance/Behavior (APA) and the work of the Associate Principal of Educational Development (APED)
- Prioritization of teaching strategies and practices as defined by the California Standards for the Teaching Profession
- Focus on Instructional Leadership by Principals

|  |  |  |  |
|---|---|---|---|

# Goal 3: Achievement of English Language Learners

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | **Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.**<br><br>We will redesign our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD program to assist them in developing their English language proficiency and reaching high levels of academic achievement. | Broad Goal |

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access, Priority 8 Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

The input collected from our educational partners specifically noted the need to improve the academic performance of our English Learners, specifically that of our long-term ELs. Our data clearly indicates that our English Learners continue to perform at lower levels than their peers. Specifically, EL's graduation and A-G completion rates are below the district average and are among the lowest when compared with other student groups.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|

| 3.1 | English Language Learner Status and Change as measured by the CA Dashboard | 2023 CA Dashboard Indicators:<br>ELL Progress:<br><br>• Status = 37.3% making progress<br>• ELA = 12% at or above standard<br>• MATH = 5% at or above standard<br>• Graduation Rate = 71.1%<br>• Suspension = 5.5%<br>• College and Career Readiness = 14.9% | 2025-26 Update | 2026-27 Update | ELL Progress:<br><br>• Status = 65% making progress<br>• ELA = 75% at or above standard<br>• MATH = 65% at or above standard<br>• Graduation Rate = 95%<br>• Suspension = 2%<br>• College and Career Readiness = 65% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 3.2 | UC/CSU A-G Completion rate | 2023 Outcomes<br><br>All English Learners = 26.3%<br><br>• Short-term (STEL)=20%<br>• Long-term (LTEL)=11.6% | 2025-26 Update | 2026-27 Update | All English Learners = 65%<br><br>• Short-term (STEL)=65%<br>• Long-term (LTEL)=65% | 2025-26 / 2026-27 Update |
| 3.3 | Graduation rate | 2023 Outcomes<br><br>All English Learners = 70.9%<br><br>• Short-term (STEL)= 61.1%<br>• Long-term (LTEL)= 70.3% | 2025-26 Update | 2026-27 Update | All English Learners = 95%<br><br>• Short-term (STEL)= 95%<br>• Long-term (LTEL)= 95% | 2025-26 / 2026-27 Update |
| 3.4 | English Language Learners attaining English proficiency as measured by ELPAC overall score of 4 | For 2022-23 school year<br><br>15.9% of EL students who took the ELPAC had an overall score of 4.<br><br>STEL = 3.2%<br><br>LTEL = 8.5% | 2025-26 Update | 2026-27 Update | 20% of EL students who took the ELPAC had an overall score of 4.<br><br>STEL =15%<br><br>LTEL =20% | 2025-26 / 2026-27 Update |
| 3.5 | English Learner Reclassification rate | For 2022-23, 7.4% of ELLs were reclassified | 2025-26 Update | 2026-27 Update | 20% of ELs will be reclassified | 2025-26 / 2026-27 Update |

| 3.6 | Access to a broad course of study | For the 2023-24 school year<br><br>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:<br><br>Total EL 11th graders = 999<br><br>• Math = 32.1%<br>• ELA = 43.9%<br>• Science = 27.1%<br><br>Enrollment in at least one AP/IB course:<br><br>• 24.4% English Learners | 2025-26 Update | 2026-27 Update | Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:<br><br>• Math = 42%<br>• ELA = 54%<br>• Science = 37%<br><br>Enrollment in at least one AP/IB course:<br><br>• 35% English Learners | 2025-26 / 2026-27 Update |
|------|------|------|------|------|------|------|
| 3.7 | Core course (ELA, Math, Science) pass rate as measured by grades of A,B, C | For 2023, 1st Semester<br><br>ELA Pass Rate 53.2%<br><br>Math Pass Rate 42.9%<br><br>Science Pass Rate 53.2% | 2025-26 Update | 2026-27 Update | ELA Pass Rate 63%<br><br>Math Pass Rate 53%<br><br>Science Pass Rate 63% | 2025-26 / 2026-27 Update |

| 3.8 | Implementation of ELD Academic Content Standards | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<ul><li>ELD - 4 Full Implementation</li></ul>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<ul><li>ELD - 4 Full Implementation</li></ul>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.<ul><li>ELD - 4 Full Implementation</li></ul> | 2025-26 Update | 2026-27 Update | Local Indicator Self-Reflection Tool<br><br>Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.<ul><li>ELD - 5 Full Implementation and Sustainability</li></ul>Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.<ul><li>ELD - 5 Full Implementation and Sustainability</li></ul>Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks.<ul><li>ELD - 5 Full Implementation and Sustainability</li></ul> | 2025-26 / 2026-27 Update |
|------|------|------|------|------|------|------|

| 3.9 | Properly Credentialed Teachers in ELD courses | From 2023-24 school year<br><br>100% of teachers assigned to teach ELD courses are properly credentialed | 2025-26 Update | 2026-27 Update | 100% of teachers assigned to teach ELD courses are properly credentialed | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 3.10 | Efforts to seek parental input in decision-making | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 3 Initial Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.<br>• Rating = 3 Initial Implementation<br><br>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 3 Initial Implementation | 2025-26 Update | 2026-27 Update | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.<br>• Rating = 4 Full Implementation<br>Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.<br>• Rating = 4 Full Implementation<br><br>Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.<br>• Rating = 4 Full Implementation | 2025-26 / 2026-27 Update |

| 3.11 | Survey Results for Self-Efficacy and School Connectedness (percent favorable) | From Fall 2023 Survey Administration<br><br>School Connectedness<br>53% of students feel a sense of belonging<br><br>• 54% of ELs who responded feel a sense of belonging<br><br>Self-efficacy<br><br>38% of students believe they can succeed in achieving academic outcomes<br><br>• 29% of ELs believe they can succeed in achieving academic outcomes | 2025-26 Update | 2026-27 Update | School Connectedness<br>65% of students feel a sense of belonging<br><br>• 65% of ELs who responded feel a sense of belonging<br><br>Self-efficacy<br><br>60% of students believe they can succeed in achieving academic outcomes<br><br>• 60% of ELs believe they can succeed in achieving academic outcomes | 2025-26 / 2026-27 Update |

# Goal Analysis for 2023-24 (analysis completed as part of the 2023-24 LCAP Annual Update within a separate template)

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|

| 3.1 | EL teacher coaching and support provided by an EL Teacher on Special Assignment | Our English Learners represent 19.5% of our student population and are a student group with performance levels amongst the lowest as measured by both our local data and the indicators on the CA Dashboard. Specifically, our English Learners are at the lowest performance levels in the following areas and at the listed schools: | $208,612<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Title III for 2024-25 | [N]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

**CA Dashboard Data for English Learners**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| **Status** | Red | Red | Red | Red |
| **School Sites** | District Level<br>Independence<br>Silver Creek<br>Wm C Overfelt<br>Yerba Buena | District Level<br>Andrew Hill<br>Independence<br>Mt. Pleasant<br>Oak Grove<br>Santa Teresa<br>Silver Creek<br>Wm. C Overfelt<br>Yerba Buena | District Level<br>Independence<br>James Lick<br>Wm. C Overfelt<br>Foothill | Wm. C Overfelt<br>Foothill |

Additionally, it is important to note that 67% of our English Learners (EL) are Long-term ELs (LTELs) with performance levels indicating need for interventions and support.

- Only 14.23% of LTELs scored at or above standard on the CAASPP ELA assessment
- Only 2.27% of LTELs scored at or above standard on the CAASPP Math assessment

To address the needs of our ELs with a focus on our Long-term ELs, we will provide a Teacher on Special Assignment for English Language Learner (ELL) Instruction who will work with teachers of ELL students to implement effective Tier 1 instruction, and evidence-based interventions that can support ELs in attaining English Language proficiency toward re-designation status, and in meeting the same state academic standards that all students are expected to meet. The work to align courses and instructional materials in ELD will also be part of the work of the TOSA.

- 1.0 FTE TOSA-English Language Learner Instruction to support school sites in the implementation of services for English Language Learners with a focus on LTELs, including professional development for teachers in the area of academic language instruction and the monitoring of supports for English Language Learners.

| 3.2 | Professional Development focused on understanding the EL Roadmap | Given the outcomes listed as part of action 3.1, and the need to address the lowest performance level of our English Learners at two our school sites as indicated by the EL Progress metric on the CA Dashboard, it is imperative to provide professional development for staff specific to the CA EL Roadmap with a focus on the four principles: Assets-Oriented and Needs-Responsive, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulation within and across Systems. | $25,000 Personnel Costs: Salary and Benefits $5000 Materials and Supplies | [Yes] English Learners Districtwide All Schools |
|---|---|---|---|---|

| Indicator | English Learner Progress |
|---|---|
| Status | Red |
| Student Groups | English Learners |
| School Sites | Mt. Pleasant Oak Grove |

- Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions
- Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions

| 3.3 | Professional development for teachers on effective evidence-based instructional strategies and practices | Provide ongoing professional development for teachers on effective, evidence-based instructional strategies and practices for English Learners with a focus on Long-term English Learners, including differentiation, scaffolding, and academic language development.<br><br>The data as measured by the CA Dashboard shows our English Learners performing at the lowest level at two of our comprehensive high schools. We will provide PD for teachers of English Learners with additional support and coaching provided to teachers at Mt. Pleasant and Oak Grove. | $75,000<br><br>Contract Services<br><br>$50,000<br><br>Travel and Conference<br><br>$15,000<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |
|------|------|------|------|------|

| Indicator | English Learner Progress |
|------|------|
| Status | Red |
| Student Groups | English Learners |
| School Sites | Mt. Pleasant Oak Grove |

Additionally, the data on the CA Dashboard shows English Learners performing at the lowest level district wide in Math and Graduation. English Learners are also performing at the lowest level in English Language Arts (ELA) at four of our high schools: Independence, Silver Creek, Wm C Overfelt, and Yerba Buena.

This will require us to provide professional development for Math and English teachers across all schools.

- Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions
- Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions
- Contract services for professional development including targeted work with Math teachers facilitated by West Ed QTEL
- Travel and conference for PD sessions

| 3.4 | Maintain smaller class size for designated ELD courses | Our reclassification data shows we only reclassified 7.4% of our English Learners and only 15.9% of our ELs had an overall score of 4 on the ELPAC.<br><br>This indicates a need to accelerate the reclassification of English Language Learners by providing a smaller class environment in their designated ELD courses. By maintaining a smaller number of students in the designated ELD classroom, the ELL students will receive more intensive academic language support, targeted interventions that address their individual language proficiency needs so they can develop critical English language skills necessary for success in the different content areas.<br><br>In alignment with the ELL Roadmap, create designated ELD courses at each grade level for our LTEL students enrolled in English 1 or higher to accelerate their English proficiency, support their re-designation, and ensure they are college and career ready upon graduation from high school.<br><br>• Total of 11.0 FTE to maintain smaller class size<br>• 0.5 clerical support | $2,058,045<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 3.5 | Placement of English Learners into core and advanced courses and intake and support of our Newcomer Students | Our local data shows that we need to increase access to advanced courses for our English Learners.<br><br>Enrollment in 3rd year of Math, Science, and ELA at the 11th grade:<br><br>Total EL 11th graders = 999<br><br>- Math = 32.1%<br>- ELA = 43.9%<br>- Science = 27.1%<br><br>Enrollment in at least one AP/IB course:<br><br>- 24.4% English Learners<br><br>Additionally, it is important to note that 67% of our English Learners (EL) are Long-term ELs (LTELs) with performance levels indicating the need to ensure they have access to courses that will better prepare them for the State Assessments.<br><br>- Only 14.23% of LTELs scored at or above standard on the CAASPP ELA assessment<br>- Only 2.27% of LTELs scored at or above standard on the CAASPP Math assessment<br><br>Subject Area Coordinators for all core courses will work with the ELL TOSA and the Assessment and Accountability Department to develop placement data to inform appropriate placement of English Learners including English Learners with IEPs in core and advanced courses.<br><br>- Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions<br><br>In addition, we will continue to work on the refinement of our intake process for our newcomer English Learners including our English Learners with IEPs. District leadership will work with site staff, including administrators, school counselors, and other support staff to ensure students and their families feel connected.<br><br>- provide compensation for extra duty work that will include evening student and parent workshops<br>- Provide time, extra time compensation, and resources for staff to collaborate and attend work sessions | $15,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Title I funds for 2024-25 | [N]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 3.6 | Supplemental Academic Support | Our English Learners are at the lowest performance levels in the following areas and at the listed schools:<br><br>**CA Dashboard Data for English Learners**<br><br>| Indicator | English Language Arts | Mathematics | Graduation | College and Career |<br>| --- | --- | --- | --- | --- |<br>| Status | Red | Red | Red | Red |<br>| School Sites | District Level Independence Silver Creek Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence Mt. Pleasant Oak Grove Santa Teresa Silver Creek Wm. C Overfelt Yerba Buena | District Level Independence James Lick Wm. C Overfelt Foothill | Wm. C Overfelt Foothill |<br><br>In addition, a review of our marking period report (EWS) shows that 60.8% of our English Learners were surfaced as "at-risk" of not progressing toward graduation.<br><br>This requires us to offer supplemental academic support, such as after-school tutoring, summer programs, and Saturday school, specifically tailored to address the needs of our STELs and our LTELs.<br><br>- Provide time, extra time compensation, and resources for staff to plan and implement academic supports distinguished for STELs and LTELs<br>- Provide in-person high dosage tutoring by Multilingual providers who can support students both in the primary language and in attaining English proficiency | $15,000<br><br>Personnel Costs: Salary and Benefits<br><br>$50,000<br><br>Contract Services<br><br>Funded using Learning Recovery funds for 2024-25 | [N]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 3.7 | Translation and Interpretation Services | We have an obligation to provide meaningful access to student information and resources for our parents/guardians of our English Learners who have language needs other than English. The input collected from our educational partners clearly indicates that families need primary language support to access resources and information so they can further support their students.<br><br>Support the primary language needs of our non-English speaking parents/guardians of English Learners by:<br><br>• recognizing the language skills of bilingual certificated personnel by providing them a bilingual stipend to ensure they communicate with parents and families in their primary language<br>• providing interpretation services in Spanish and Vietnamese at all district meetings and events<br>• provide written translations in Spanish and Vietnamese of all district brochures, flyers, letters and notices | $60,000<br><br>Contract Services<br><br>$5000<br><br>Materials and Supplies | [Yes]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 3.8 | Family Engagement | The input collected from our educational partners indicates a need to improve our family engagement efforts as follows:<br><br>● Establish a communication mechanism to consistently provide information to families, while also gathering and acting upon their input<br>● Engage in ongoing dialogue with students and staff to gather valuable insights into their academic and cultural support requirements<br>● Increase and improve access to teacher feedback on student progress and assignments<br><br>We will develop and implement parent and family engagement programs, including workshops on how to support their children's learning and language development at home.<br><br>● Work with Parent and Community Involvement Specialists (PCIS) to plan and implement workshops for our parents/guardians<br>● Contract services to provide workshops<br><br>Gather and incorporate feedback from EL students, parents, and educators to refine and improve programs and services.<br><br>● Improve the functioning of the English Learner Advisory Councils (ELAC) at each of our high schools to ensure compliance as well as authentic input and feedback from our families of students designated as English learners<br>  ○ Provide extra duty compensation for staff to support with phone calling, child care, and support for families to participate | $50,000<br><br>Contract Services<br><br>$15,000<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 3.9 | English Learner program management, progress monitoring, and teacher support | Our metrics clearly indicate a need to focus on improving outcomes for our English Learners. In particular, the CA Dashboard indicators show that our English Learners have performed at the lowest level in the following indicators and at the following school sites:<br><br>● At the District level, lowest performance for English Learners on the Math and Graduation indicators<br>● English Learners lowest performance level in ELA at Independence, Silver Creek, Wm C Overfelt, Yerba Buena<br>● English Learners lowest performance level in Math at Andrew Hill, Independence, Mt. Pleasant, Oak Grove, Santa Teresa, Silver Creek, Wm. C Overfelt, Yerba Buena<br>● English Learners lowest performance level in English Learner Progress at Mt. Pleasant and Oak Grove<br><br>To address this, we will provide an online platform, Ellevation, to support the progress goals for our English Learners through:<br><br>● ELPAC/ELPI score analysis that brings together ELPAC, SBAC, benchmark data to create targeted groupings, plan instructional support and track growth over time.<br>● EL/RFEP progress monitoring through data access, teacher feedback collection, automated form distributions<br>● simplifying the reclassification process: identification of eligible students, digital collection of teacher input, document parent consultations to arrive at reclassification decisions.<br>● translated CDE aligned parent letters in over 40 languages<br>● FPM support via easy access to key data and necessary documentation for FPM reviews<br>● Bank of over 100 research backed activities that support English acquisition<br>● 30 EL PD modules available to all teachers<br>● Close to 800 subject area units aligned to the Common Core Standards | $102,000<br><br>Contract Services | [Yes]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

| 3.10 | Primary language support for Short -term English Language Learners in designated and ELD integrated courses | With a reclassification rate of 7.4% and 15.9% of EL students scoring at an overall level of 4 on the ELPAC, it is important to ensure we have the appropriate support for our EL students as they work to attain English Language proficiency and accelerate to reclassification.<br><br>Bilingual Para-Educators will be assigned to designated and integrated ELD classrooms across our schools to provide individual or small group  instructional support to English Language Learner students to enhance their learning and ensure the transference of skills from their home language to English.<br><br>&bull; Provide 16.5  FTE  Bilingual Para-Educators | $1,518,304<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [N]<br><br>English Learners<br><br>Districtwide<br><br>All Schools |
| --- | --- | --- | --- | --- |

# Goal 4 Safe, Restorative, and Positive School Climate

| Goal # | Description | Type of Goal |
| --- | --- | --- |
| 4 | **Establish and sustain safe, healthy school climates through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions.**<br><br>Through the implementation of MTSS, we will focus on building school cultures where schoolwide expected behaviors are developed, explicitly taught, and acknowledged when expectations are met. We will continue to develop our Uniform Behaviors Response (UBR) matrix to ensure consistency in discipline practices, support positive student-staff relationships and ensure equitable practices when responding to student behavior. We will also work to develop social emotional skills so that both students and adults positively respond to social, mental or environmental stressors. | Broad Goal |

State Priorities addressed by this goal.

Priority 3 Parental Involvement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

As a district we continue to see disproportionality in our behavior data. Our Hispanic, African American, English Learners, Foster Youth, Low-income, and Students with Disabilities are suspended at higher rates than other students. Additionally, our survey data indicates that students do not feel connected to an

adult at their school and there is still room for improvement when it comes to students feeling connected to their school sites. The input gathered from our educational partners also pointed to a need to focus on restorative approaches to student behavior and a need to continue building relationships with all students.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Suspension Rate Status and Change as measured by the CA Dashboard<br><br>SED = Socioeconomically Disadvantaged | 2023 CA Dashboard Indicators<br><br>All Students = 3.7%<br><br>• Foster Youth = 13.3%<br>• English Learners = 5.5%<br>• SED = 5.3%<br>• Homeless Youth = 7.5%<br>• Students with Disabilities = 7.7%<br>• African American = 7.8%<br>• Hispanic = 6.1% | 2025-26 Update | 2026-27 Update | All Students = 2%<br><br>• Foster Youth = 2%<br>• English Learners = 2%<br>• SED = 2%<br>• Homeless Youth = 2%<br>• Students with Disabilities = 2%<br>• African American = 2%<br>• Hispanic = 2% | 2025-26 / 2026-27 Update |

| 4.2 | Office Behavior Referrals<br><br>SWD = Students with Disabilities<br><br>SED = Socioeconomically Disadvantaged<br><br>EL = English Learner | For the 2022–23 full school year<br><br>30.1% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 84.4% of defiance referrals<br>• African-American students make up 2.7% of defiance referrals<br>• Asian students make up 4.9% of defiance referrals<br>• SWD make up 32.5% of all defiance referrals<br>• ELs make up 34% of defiance referrals<br>• SED students make up 73.1% of defiance referrals<br>• Homeless youth make up 12.4% of defiance referrals | 2025-26 Update | 2026-27 Update | 20% of behavior referrals are in the defiance category<br><br>• Hispanic/Latino students make up 47% of defiance referrals<br>• African-American students make up 2% of defiance referrals<br>• Asian students make up 3% of defiance referrals<br>• SWD make up 22.5% of all defiance referrals<br>• ELs make up 24% of defiance referrals<br>• SED students make up 63.1% of defiance referrals<br>• Homeless youth make up 2.4% of defiance referrals | 2025-26 / 2026-27 Update |

| 4.3 | Overall Suspensions | For the 2022-23 full school year<br><br>Total Suspensions 1387<br><br>Unduplicated count of students suspended 889<br><br>Suspension Rate 4%<br><br>Percent of students suspended with one suspension 67.9%<br><br>Percent of students with multiple suspensions 32.1% | 2025-26 Update | 2026-27 Update | Total Suspensions 1248<br><br>Unduplicated count of students suspended 800<br><br>Suspension Rate 2%<br><br>Percent of students suspended with one suspension 57%<br><br>Percent of students with multiple suspensions 22% | 2025-26 / 2026-27 Update |
|-----|---------------------|--------------------------------------------------|----------------|----------------|----------------------------------------|--------------------------|
| 4.4 | Suspensions by race/ethnicity | For the 2022-23 full school year<br><br>Total Suspensions 1387<br><br>• African-American 51<br>• Hispanic/Latino 1107<br>• Asian 99<br><br>Unduplicated count of students suspended 889<br><br>• African-American 34<br>• Hispanic/Latino 691<br>• Asian 77<br><br>Suspension rate 4%<br><br>• African-American 8.4%<br>• Hispanic/Latino 6.6%<br>• Asian 1% | 2025-26 Update | 2026-27 Update | Total Suspensions 1248<br><br>• African-American 25<br>• Hispanic/Latino 586<br>• Asian 89<br><br>Unduplicated count of students suspended 800<br><br>• African-American 16<br>• Hispanic/Latino 376<br>• Asian 67<br><br>Suspension rate 2%<br><br>• African-American 2%<br>• Hispanic/Latino 2%<br>• Asian 1% | 2025-26 / 2026-27 Update |

| 4.5 | Suspensions by program | For the 2022-23 full school year<br><br>Total Suspensions 1387<br><br>- English Language Learners 462<br>- Foster Youth 23<br>- Socioeconomically disadvantaged 995<br>- Students with Disabilities 437<br><br>Unduplicated count of students suspended 889<br><br>- English Language Learners 285<br>- Foster Youth 9<br>- Socioeconomically Disadvantaged 626<br>- Students with Disabilities 247<br><br>Suspension rate 4%<br><br>- English Language Learners 6.2%<br>- Foster Youth 14.8%<br>- Socioeconomically Disadvantaged 5.7% | 2025-26 Update | 2026-27 Update | Total Suspensions 1248<br><br>- English Language Learners 243<br>- Foster Youth 5<br>- Socioeconomically disadvantaged 624<br>- Students with Disabilities 149<br><br>Unduplicated count of students suspended 800<br><br>- English Language Learners 156<br>- Foster Youth 2<br>- Socioeconomically Disadvantaged 400<br>- Students with Disabilities 96<br><br>Suspension rate 2%<br><br>- English Language Learners 2%<br>- Foster Youth 2% | 2025-26 / 2026-27 Update |
| 4.6 | Expulsions | For the 2022-23 full school year<br><br>Number of expulsions = 21<br><br>- Expulsion rate = 0.1% | 2025-26 Update | 2026-27 Update | Number of expulsions = 11<br><br>- Expulsion rate = 0.05% | 2025-26 / 2026-27 Update |

| 4.7 | Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships | Fall 2023 survey administration

School Connectedness (students responding favorably to feeling connected and a sense of belonging):

- All students 53%
- 9th grade 56%
- 10th grade 51%
- 11th grade 52%

Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):

- All students 59%
- 9th grade 61%
- 10th grade 59%
- 11th grade 58%

Safety (students responding favorably to feeling safe at school)

- All students 81%
- 9th grade 82%
- 10th grade 80%
- 11th grade 80% | 2025-26 Update | 2026-27 Update | School Connectedness (students responding favorably to feeling connected and a sense of belonging):

- All students 65%
- 9th grade 65%
- 10th grade 65%
- 11th grade 65%

Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly):

- All students 65%
- 9th grade 65%
- 10th grade 65%
- 11th grade 65%

Safety (students responding favorably to feeling safe at school)

- All students 90%
- 9th grade 90%
- 10th grade 90%
- 11th grade 90%

Student Relationships (students responding favorably to feeling connected to an adult at school): | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|

| | | Student Relationships (students responding favorably to feeling connected to an adult at school): | | | | All students 65% | |
|---|---|---|---|---|---|---|---|
| | | • All students 24% | | | | • 9th grade 65% | |
| | | • 9th grade 20% | | | | • 10th grade 65% | |
| | | • 10th grade 22% | | | | • 11th grade 65% | |
| | | • 11th grade 25% | | | | | |

| 4.8 | Efforts to build relationships | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>    • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>    • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>    • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families | 2025-26 Update | 2026-27 Update | Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>    • Rating = 5 Full Implementation and Sustainability<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>    • Rating = 5 Full Implementation and Sustainability<br><br>    •<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>    • Rating = 5 Full Implementation and Sustainability | 2025-26 / 2026-27 Update |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • Rating = 3 Initial Implementation | | | Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>• Rating = 4 Full Implementation | |
| 4.9 | Care Team referrals | From 2022-23 full school year<br><br>Care Team referrals = 4825 referrals | 2025-26 Update | 2026-27 Update | Care Team referrals will be reduced by 10% as an indication that students are succeeding at the Tier 1 Level<br><br>Care Team referrals = 4342 referrals | 2025-26 / 2026-27 Update |

# Goal Analysis for 2023-24 (analysis completed as part of the 2023-24 LCAP Annual Update within a separate template)

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4.1 | Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework | A review of our data shows disproportionate outcomes for our targeted student groups when it comes to the CA Dashboard indicators. | | $5,127,901<br><br>Personnel Costs: Salary and Benefits | [Yes]<br>Foster Youth<br>Low-Income<br>English Learners<br>Districtwide<br>All Schools |

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth |

**CA Dashboard Data for Students with Disabilities**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| School Sites | District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Independence James Lick Wm C Overfelt | District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena |

Additionally, when we focus on the suspension indicator, we see our English Learners, Homeless Youth, Students with Disabilities, and Socioeconomically Disadvantaged students at the lowest level at 6 of our high schools:

| Indicator | Suspension | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| School Sites | Piedmont Hills Santa Teresa Yerba Buena | Yerba Buena | Santa Teresa Phoenix | Oak Grove Piedmont Hills Santa Teresa Silver Creek |

Furthermore, we have seen an increase in care team referrals with our baseline of 4825 referrals in 2022-23.

School social workers provide mental health & wellness support to all students with a focus on students most-at-need including English Learners, low-income students, and foster youth. School social workers will provide mental health screenings, provide psychoeducation, social emotional and wellness groups, individualized therapy, counseling and case management for our low-income and foster youth relevant to the screening outcomes. School social workers will provide a full continuum of support using a tiered system of support.

- Provide 26.0 FTE school social workers at our 13 high schools, including Foothill and Calero, to provide these services
- 1.0 FTE Subject Area Coordinator to support the coordination and implementation of mental health & wellness across school sites using the MTSS framework.

For improvement in the provision of services at our wellness centers, we will add 3.5 FTE support staff to serve as wellness center liaisons to:

- ensure students, in particular, our most-at-need students including English Learners, Foster Youth, and Low-income students, are able to access services throughout the day
- track student attendance and participation
- monitor calming space while social workers are working with students
  - Provide funding for 3.5 clerk typists to ensure improvement of services at all of our wellness centers

| 4.2 | Coordination of Student Services, Supports, and Interventions | When reviewing the suspension rates, our students who are Foster Youth (14.3%) Low-income (5.7%), Students with Disabilities (8.9%), and English Learners (6.2%) have higher suspension rates when compared to the overall district rate of 4%.<br><br>Additionally, our English Learners and Low-income students account for the largest number of suspensions:<br><br>-Overall total suspensions = 1387<br><br>&bull; English Learners = 462 suspensions<br>&bull; Low-income = 995 suspensions<br><br>This action item is specifically focused on meeting the programmatic needs, including coordination of transition services for our Foster Youth, English Learners, SWDs, and Low-income students as the data indicates that they are suspended at higher rates when compared with other student groups.<br><br>Actions will include the effective coordination, delivery, evaluation and refinement of student services throughout the district to ensure that all programs are in alignment with our commitment to build equitable communities within the framework of MTSS. Social emotional and mental health services for our Foster Youth, English Learners, SWDs, Low-income, and Homeless students will be provided. The Coordinator will also coordinate, monitor and evaluate uniform responses to students behaviors as well as interventions and supports in the area of attendance.<br><br>&bull; 1.0 FTE Student Services Coordinator | $234,022<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 4.3 | Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs | Based on the CA Dashboard Suspension indicator, the table below shows the sites where specific student groups have amongst the highest suspension rates thus landing them on the lowest performance level: [table below] | $25,000 Contract Services $15,000 Personnel Costs: Salary and Benefits Funded using Learning Recovery funds for 2024-25 | [No] All Students Districtwide All Schools |
|---|---|---|---|---|

| Indicator | Suspension | | | | | | |
|---|---|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African-American | Hispanic/Latino |
| School Sites | Calero Phoenix | Piedmont Hills Santa Teresa Yerba Buena | Yerba Buena | Santa Teresa Phoenix | Oak Grove Piedmont Hills Santa Teresa Silver Creek | Santa Teresa Silver Creek | Santa Teresa Silver Creek Yerba Buena Calero Phoenix |

At the district level, our American Indian or Alaska Native students are at the lowest performance level on the CA Dashboard suspension indicator.

When reviewing the suspension rates, our students who are Foster Youth (14.3%) and Students with Disabilities (8.9%) have amongst the highest suspension rates when compared to other student groups.

Additionally, when reviewing our school climate survey data only 53% of our students reported feeling connected to school.

Thus, professional Development to support staff in responding positively to the social-emotional and behavioral needs of our students will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers and Teachers on Special Assignment, staff will participate in learning sessions focused on meeting the needs of our Foster Youth, English Learners, Students with Disabilities, Low-income students, African-American and Hispanic students, and Homeless Youth.

- Contract with PD providers to facilitate learning sessions
- Planning time and compensation for in-house providers
- Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions
- Secure a sub pool for classroom coverage to allow teachers to attend PD sessions

| 4.4 | Positive school climate initiatives, support and interventions | A review of our local data shows 30.1% of behavior referrals are in the defiance category with Hispanic/Latino students making up 84.4% of defiance referrals.<br><br>Additionally, our English Learners, Low-income students, and Students with Disabilities account for the largest number of suspensions:<br><br>-Total suspensions = 1387<br><br>• English Learners = 462 suspensions<br>• Low-income = 995 suspensions<br>• Students with Disabilities = 437 suspensions<br><br>Thus, there is a need for consistent use of and ongoing professional development on discipline/behavior education codes in alignment with the Uniform Behavior Responses Matrix (UBR) to ensure students have access to maximum instructional time.<br><br>• District Wide Professional Development for all staff on the UBR and education code<br>   ○ Contract services for education code training<br>   ○ Provide extra duty compensation, sub pay<br>• Explicitly teach expected behaviors for all students during the 1st week of the school year<br>• Develop and implement alternative discipline strategies such as restorative circles, mediation, and community service<br>• Schoolwide lessons conducted at all school sites on topics such as behavior expectations, healthy decision-making, goal setting, and other related topics<br>• Family Engagement & Support team to provide sessions on the discipline/behavior education codes in alignment with Uniformed Behavior Responses Matrix (UBR) to families<br>• Restorative reentry program and process for students returning from expulsions or having been impacted by the juvenile justice system<br>• Supervision support provided by staff<br>• Services provided by partner agencies including Yoga and Art therapy | $102,600<br><br>Contract Services<br><br>$75,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
| --- | --- | --- | --- | --- |

| 4.5 | Collaborating with Community Agencies to Build a Continuum of Care | Input from our educational partners indicates a need to provide interventions and resources that extend beyond the classroom and our data shows that our students who are Foster Youth (14.3%) Low-income (5.7%) and English Learners (6.2%) have higher suspension rates when compared to the overall district rate of 4%.<br><br>Also, when reviewing our school climate survey data only 53% of our students reported feeling connected to school.<br><br>Thus, we will expand partnerships with community agencies who will work with us to provide a continuum of care that provides services that address the social emotional and emotional needs of students with a target case management of Foster Youth, Justice Engaged, Homeless Youth, and students impacted by environmental factors such as gangs, violence, and drugs. The continuum will include community building, small group interventions, and case management/educational liaison supports. In addition, we will include partnerships to provide preventive education focused on healthy relationships and decision-making.<br><br>• National Center for Youth Law<br>• National Compadres Network<br>• Pivotal<br>• Bill Wilson<br>• New Hope for Youth<br>• The City Peace Project<br>• YWCA<br>• Planned Parenthood<br>• Daybreak | $2,000,000<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
| --- | --- | --- | --- | --- |

| 4.6 | Assessment and evaluation of climate and culture and social-emotional wellbeing | Our ability to collect, organize, and analyze qualitative data to make informed decisions is key to improving student outcomes. Using results from the school climate and SEL surveys allows us to take into account the perceptions of our students, parents, and staff when planning and designing programs and services. | $60,646 Contract Services | [Yes] Foster Youth Low-Income English Learners Districtwide All Schools |
|---|---|---|---|---|

Thus, we will gather student, parent, and staff responses assessing and evaluating the level of satisfaction with the climate and culture of schools as well as students' self-reported social-emotional wellbeing through a series of questions posed using the Panorama survey. We will use disaggregated data by race/ethnicity, gender, and program designation to identify student groups needing additional outreach and support with a focus on English Learners, Foster Youth, and Low-income students.

A review of the CA Dashboard Suspension indicator shows student groups identified at the lowest level:

| Indicator | Suspension | | | | | | |
|---|---|---|---|---|---|---|---|
| Status | Red | Red | Red | Red | Red | Red | Red |
| Student Groups | All Students | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African-American | Hispanic/ Latino |
| School Sites | Calero Phoenix | Piedmont Hills Santa Teresa Yerba Buena | Yerba Buena | Santa Teresa Phoenix | Oak Grove Piedmont Hills Santa Teresa Silver Creek | Santa Teresa Silver Creek | Santa Teresa Silver Creek Yerba Buena Calero Phoenix |

To address the student groups identified at the lowest level for suspension, we will continue our use of our behavior tracking system, SHAPE, to analyze data at various levels and disaggregate the data by race/ethnicity and program designation. This will allow us to monitor our progress when it comes to who is being referred, the reason for the referrals, as well as monitor suspensions.

| 4.7 | Support for safe and positive school culture and climate | A review of our data shows disproportionate outcomes for our targeted student groups when it comes to the CA Dashboard indicators. | $829,785<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth |

**CA Dashboard Data for Students with Disabilities**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| School Sites | District Level Andrew Hill Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Andrew Hill Independence James Lick Mt. Pleasant Piedmont Hills Wm C Overfelt Yerba Buena | District Level Independence James Lick Wm C Overfelt | District Level Andrew Hill Independence James Lick Mt. Pleasant Oak grove Piedmont Hills Santa Teresa Silver Creek Wm C Overfelt Yerba Buena |

| Indicator | Suspension | | | |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | English Learners | Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| School Sites | Piedmont Hills Santa Teresa Yerba Buena | Yerba Buena | Santa Teresa Phoenix | Oak Grove Piedmont Hills Santa Teresa Silver Creek |

Although students indicate an overall high favorable response to safety, when we review the individual question asking "How safe do you feel when you are at school?," the percentage of favorable responses drops to 59% with 34% of students reporting feeling "neither safe or unsafe." For English Learners it is 55% favorable.

Additionally, when asked "how connected do you feel to an adult at school?," the percentage of favorable responses is 27%.

| | | Student achievement is connected to students feeling welcomed, safe, and cared for in their learning environments, thus we will provide support with creating and maintaining safe and positive school culture and climate by engaging with English Learners, Low-income, Students with Disabilities, and Foster Youth.<br><br>● 11.0 FTE Campus Monitors to welcome students, provide supports and resources | | |

| 4.8 | Targeted School Climate and Culture Support for Independence High School | Independence High School is one of the district's largest high schools with 21.5% English Learners (ELs) and 50.6% Low-Income students. At Independence, 5% of ELs and 4.8% of low-income students are suspended at least one day compared to 3.2% for all students. Additionally, the school climate survey shows 43% of students responded favorably to the statement "I feel safe in my school" (another 45% responded neither agree nor disagree), with 47% of ELs responding favorably to the statement.<br><br>In a setting where the physical environment of the school can be overwhelming for students, there is a need to target efforts to support our most-at-need students, and in particular our English Learners, Foster Youth, and Low-Income students to ensure they feel welcomed and are afforded the resources and opportunities to find academic, behavioral, and socioemotional success. Providing this learning environment is key to improving student achievement as measured by academics and graduation indicators. The CA Dashboard data shows English Learners and Socioeconomically Disadvantaged students performing at the lowest levels:<br><br>_[table: English Learners — Graduation; Academics: Math and English Language Arts. Socioeconomically Disadvantaged — Graduation; Academics: Math]_<br><br>To ensure our target student populations feel welcomed and supported to experience success we will provide services and resources as follows:<br><br>• additional staff to<br> ○ build positive relationships with the target student populations and support classroom teachers in establishing Tier 1 behavioral expectations and positive interventions for students<br> ○ maintain a positive physical environment outside of class where students feel connected and supported<br> ○ provide Tier 1 mental health, socio-emotional, and wellness education and interventions for students<br> ○ support parents with communication, workshops, and connecting with teachers and counselors | $523,338<br><br>Personnel Costs | [Yes]<br><br>Foster Youth<br><br>English Learners<br><br>Low-Income<br><br>Target School |

| | | | | |
|---|---|---|---|---|
| | | • Provide Professional Development to all staff on restorative and trauma-informed practices and embedding social-emotional learning across all courses<br>• Develop a comprehensive plan for supervision outside of class where coverage is maximized across the physical campus<br>• Leadership coaching for site administration to build capacity specific to procedures, policies, and communication | | |
| 4.9 | 9th grade Transition Program | The 9th Grade Transition Program will provide both academic and socio-emotional support for students struggling to adapt to the high school setting as evidenced by low attendance rates, behavior referrals, and failing grades.  The students in this program will be supported by a teacher who will model positive responses, monitor their progress, support them as they develop academic and social emotional skills, and provide academic opportunities through classroom based instruction, and online coursework. In particular, incoming 9th grade students identified as Foster Youth, Low-Income, and Homeless Youth who struggled to adapt and make the transition to high school will be targeted for the program.<br><br>• 11.0 FTE for 9th Grade Transition Program teachers at each of our comprehensive high schools | $1,806,592<br><br>Personnel Costs | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 4.10 | Comprehensive Safety Audit | Our school climate survey indicates different levels of favorable responses to feeling safe at schools as indicated by the graphic below:<br><br>**Safety**<br><br>🏠 Family Members / Family Survey — **90%**<br><br>👤 Teachers & Staff / Staff Survey — **69%**<br><br>🍀 Students / Grades 6–12 — **82%**<br><br>Although students indicate an overall high favorable response to safety, when we review the individual question asking "How safe do you feel when you are at school?," the percentage of favorable responses drops to 59% with 34% of students reporting feeling "neither safe or unsafe." For English Learners it is 55% favorable and for Students with Disabilities it is 55% favorable.<br><br>Thus, we will work in collaboration with West Ed in conducting a comprehensive safety audit that is inclusive of a review of entry and exit points, camera locations, signage, crisis management and emergency protocols, and policies related to discipline and school safety.<br><br>• Contract services with West Ed<br>• Provide extra duty compensation and sub coverage as needed for staff to attend work sessions | $66,950<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |

# Goal 5 Attendance and Chronic Absenteeism

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | **Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school.**<br><br>Through our MTSS framework, we will establish tiered supports and outreach to ensure students are attending school. We will implement Tier 1 universal strategies to maintain students engaged, address student needs at the Tier 2 level, and provide intensive support for students needing additional, targeted, individual interventions at the Tier 3 level. Additionally, we will work to develop a comprehensive approach to family engagement to ensure students and their families receive the support and resources needed. | Broad Goal |

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 3 Parental Involvement, Priority 5 Pupil Engagement, Priority 6 School Climate

An explanation of why the LEA has developed this goal.

Although our overall attendance rate is above 95%, there are student groups that experience higher rates of chronic absenteeism and thus require additional outreach and intervention. Educational partners' input indicated that families need support in understanding attendance reporting processes as well as information about learning options available to students who may need alternative settings for engagement and learning.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Percentage of students who are chronically absent by race/ethnicity | 2022-23 Outcomes<br><br>All students 23.9%<br><br>• African-American 35.6%<br>• Hispanic/Latino 37.2%<br>• Asian 7.9% | 2025-26 Update | 2026-27 Update | All students 14%<br><br>• African-American 14%<br>• Hispanic/Latino 14%<br>• Asian 5% | 2025-26 / 2026-27 Update |

| 5.2 | Percentage of students who are chronically absent by program | 2022-23 Outcomes<br><br>All students 23.9%<br><br>- English Language Learners 35.6%<br>- Foster Youth 59.6%<br>- Socioeconomically disadvantaged 35.1%<br>- Students with Disabilities 44% | 2025-26 Update | 2026-27 Update | All students 14%<br><br>- English Language Learners 14%<br>- Foster Youth 14%<br>- Socioeconomically disadvantaged 14%<br>- Students with Disabilities 14% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|
| 5.3 | District P2 attendance rate | 2023-24 P2 attendance rate 92.48% | 2025-26 Update | 2026-27 Update | P2 attendance rate = 95% | 2025-26 / 2026-27 Update |

| 5.4 | Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, safety, and student relationships | Fall 2023 survey administration School Connectedness (students responding favorably to feeling connected and a sense of belonging): <br><br> • All students 53% <br><br> • 9th grade 56% <br><br> • 10th grade 51% <br><br> • 11th grade 52% <br><br> Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): <br><br> • All students 59% <br><br> • 9th grade 61% <br><br> • 10th grade 59% <br><br> • 11th grade 58% <br><br> Safety (students responding favorably to feeling safe at school) <br><br> • All students 81% <br><br> • 9th grade 82% <br><br> • 10th grade 80% <br><br> • 11th grade 80% <br><br> Student Relationships (students responding favorably to feeling connected to an adult at school): <br><br> • All students 24% <br><br> • 9th grade 20% <br><br> • 10th grade 22% | 2025-26 Update | 2026-27 Update | School Connectedness (students responding favorably to feeling connected and a sense of belonging): <br><br> • All students 65% <br><br> • 9th grade 65% <br><br> • 10th grade 65% <br><br> • 11th grade 65% <br><br> Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): <br><br> • All students 65% <br><br> • 9th grade 65% <br><br> • 10th grade 65% <br><br> • 11th grade 65% <br><br> Safety (students responding favorably to feeling safe at school) <br><br> • All students 90% <br><br> • 9th grade 90% <br><br> • 10th grade 90% <br><br> • 11th grade 90% <br><br> Student Relationships (students responding favorably to feeling connected to an adult at school): <br><br> • All students 65% <br><br> • 9th grade 65% <br><br> • 10th grade 65% <br><br> • 11th grade 65% | 2025-26 / 2026-27 Update |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| | | • 11th grade 25% | | | | |
| 5.5 | Efforts to build relationships | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>    • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>    • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>    • Rating = 4 Full Implementation<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>    • Rating = 3 Initial Implementation | 2025-26 Update | 2026-27 Update | For the 2023-24 school year<br><br>Local Indicator Self-Reflection Tool<br><br>Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families<br><br>    • Rating = 5 Full Implementation and Sustainability<br><br>Rate the LEA's progress in creating welcoming environments for all families in the community<br>    • Rating = 5 Full Implementation and Sustainability<br><br>Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children<br>    • Rating = 5 Full Implementation and Sustainability<br><br>Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families<br>    • Rating = 4 Full Implementation | 2025-26 / 2026-27 Update |

# Goal Analysis for 2023-24 (analysis completed as part of the 2023-24 LCAP Annual Update within a separate template)

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|

| 5.1 | Child Welfare & Attendance Support | Attendance and academic data shows our Foster Youth, English Learners, and Foster Youth at significant lower performance levels when compared to their peers.<br><br>Foster Youth chronic absentee rate = 59.6%<br><br>English Learner chronic absentee rate = 35.6%<br><br>Low-income student chronic absentee rate = 35.1%<br><br>**CA Dashboard Data for Target Student Populations: District level** (see table below)<br><br>Child Welfare & Attendance Counselors support and implement Academic, Attendance, and Mental Health & Wellness programs within our Alternative Learning Options. Our enrollment at our Alternative Learning Options including Independent Studies and our continuation schools shows a higher number of Foster Youth, English Learners, and Low-Income students with lower performance levels requiring us to provide targeted welfare and attendance interventions at these alternative learning options.<br><br>• 3.0 FTE Child Welfare & Attendance Counselors<br>• 2.0 FTE Academic Counselors<br>• 1.0 Support Services Technician | $942,366<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Apollo Phoenix, Pegasus |

**CA Dashboard Data for Target Student Populations: District level**

| Indicator | English Language Arts | Mathematics | Graduation | College and Career |
|---|---|---|---|---|
| Status | Red | Red | Red | Red |
| Student Groups | Homeless Youth English Learners | English Learners Socioeconomically Disadvantaged | English Learners Homeless Youth | Foster Youth |

| 5.2 | Health and wellness planning and monitoring | Our CA Dashboard indicators show that our Foster Youth, Homeless Youth, English Learners, Students with Disabilities (SWDs), Low-Income students have performance levels at the lowest levels:<br><br>**District Level**<br><br>| Indicator | English Language Arts | Mathematics | Graduation | College and Career |<br>|---|---|---|---|---|<br>| Status | Red | Red | Red | Red |<br>| Student Groups | Homeless Youth | English Learners Socioeconomically Disadvantaged Hispanic | English Learners Homeless Youth Students with Disabilities Hispanic/Latino | Foster Youth Students with Disabilities |<br><br>Our target student populations (Foster Youth, Homeless Youth, SWDs, English Learners, Low-Income) are amongst our most vulnerable and as such require additional support in the areas of health and wellness planning and monitoring. Nurse and health clerks will also provide assistance and referrals as needed based on student needs.<br><br>• 1.0 FTE District Nurse<br>• 12.0 FTE Health Clerks | $1,467,423<br><br>Personnel Costs: Salary and Benefits | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |
| 5.3 | Early Monitoring and Intervention | Use of existing Early Warning System (EWS) reports as well as our attendance tracking tool (A2A) to identify trends, and focus on prevention to improve attendance outcomes.<br>This tool is of utmost importance in providing data to support our Foster Youth, Students with Disabilities, English Learners, and Low-Income students as these four student groups have amongst the highest chronic absenteeism rates.<br><br>Foster Youth chronic absentee rate = 59.6%<br><br>English Learner chronic absentee rate = 35.6%<br><br>Low-income student chronic absentee rate = 35.1%<br><br>Students with Disabilities chronic absentee rate = 44% | $185,400<br><br>contract services | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 5.4 | Attendance Incentive Programs | We will implement district wide positive attendance campaigns. We will also implement campaigns targeted at student groups with lower attendance rates and who are chronically absent.<br><br>Develop and implement attendance incentive programs that reward students for consistent attendance. This could include recognition ceremonies, certificates, and small rewards. | $10,000<br><br>Materials and Supplies<br><br>Funded using TUPE funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
|---|---|---|---|---|
| 5.5 | Restorative SARB | Work with Community Partners to implement a Restorative School Attendance Review Board that provides small group interventions and case management services for students who are chronically absent. In particular, resources and support will be provided to our Foster Youth who have the highest rate for chronic absenteeism at 59.6%. We will also work with parents/guardians to ensure they understand the process and have the needed resources to support their students' attendance.<br><br>• Provide time, extra time compensation, and resources for staff to collaborate and coordinate services | $5,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
| 5.6 | Transportation Support | Our data shows that our Foster Youth, Students with Disabilities, English Learners, and Low-Income students have amongst the highest rates of chronic absenteeism when compared to the district rate of 23.9%.<br><br>Foster Youth chronic absentee rate = 59.6%<br><br>English Learner chronic absentee rate = 35.6%<br><br>Low-income student chronic absentee rate = 35.1%<br><br>Students with Disabilities chronic absentee rate = 44%<br><br>To address the high absentee rates, we seek to remove barriers to improve attendance. We will address transportation barriers by providing bus passes, organizing carpools, or partnering with local transportation services to ensure students have reliable ways to get to school with a focus on our vulnerable student populations including Homeless Youth, Foster Youth, SWDs, and Low-income students.<br><br>• Provide VTA bus passes<br>• Establish transportation partnerships | $50,000<br><br>Contract Services | [Yes]<br><br>Foster Youth<br><br>Low-Income<br><br>English Learners<br><br>Districtwide<br><br>All Schools |

| 5.7 | Attendance Support through Family Engagement, Communication, and Education | School site attendance team and community partners will expand our attendance support continuum. The continuum will consist of:<br><br>• Personalized phone calls<br>• Home Visits<br>• School Site Attendance Support Groups<br>• Connection to Community Resources<br>• School-based Prosocial Activities<br>• Parent Workshops<br><br>Provide time, extra time compensation, and resources for staff to collaborate and coordinate services.<br><br>Conduct workshops and provide resources for families to emphasize the importance of regular school attendance and to educate them on how they can support their children's attendance.<br><br>Create personalized attendance improvement plans for students with chronic absenteeism. These plans will involve counselors, teachers, and families to address the root causes of absenteeism.<br><br>Maintain regular communication with students and families about the importance of attendance, including newsletters, phone calls, and home visits for students with chronic absenteeism.<br><br>Remove barriers to attendance by providing needed supplies such as backpacks, school supplies to our Homeless Youth, Foster Youth, and Low-income students. | $15,000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |
| 5.8 | Professional Development for Staff strategies to improve student engagement and attendance | Provide training for teachers and staff on strategies to improve student engagement and attendance, including understanding the factors that contribute to absenteeism and how to address them.<br><br>• Provide extra duty compensation and sub coverage as needed for staff to attend work sessions | $5000<br><br>Personnel Costs: Salary and Benefits<br><br>Funded using Learning Recovery funds for 2024-25 | [No]<br><br>All Students<br><br>Districtwide<br><br>All Schools |

# Goal 6 Graduation Rate at Foothill High School

| Goal # | Description | Type of Goal |
|---|---|---|
| 6 | Increase the graduation rate from 33.7% to 60% for all student groups with a focus on English Learners, Hispanic, and Socioeconomically disadvantaged students at Foothill High School by June 2027. | Focus Goal |

State Priorities addressed by this goal.

Priority 1 Basic Services, Priority 2 State Standards, Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement

An explanation of why the LEA has developed this goal.

The current graduation rate of 33.7% indicates a significant issue with student retention and completion. This low rate suggests that a substantial number of students are not meeting the requirements to graduate, which has long-term implications for their future opportunities. Our data clearly indicates disparities in graduation rates among specific student groups, including English Learners, Hispanic students, and those from socioeconomically disadvantaged backgrounds. These groups frequently face additional barriers to educational success, such as language barriers, lack of resources, and systemic inequities. By focusing on English Learners, Hispanic students, and socioeconomically disadvantaged students, we aim to address the specific needs of these groups. This targeted approach is essential for closing the achievement gap and ensuring that all students have equal opportunities to succeed. The Equity Multiplier Funding provides resources specifically to address disparities and improve outcomes for underserved student groups. Developing this goal aligns with the funding's purpose, ensuring that resources are utilized effectively to support those most in need.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|----------|----------------|----------------|---------------------------|----------------------------------|
| 6.1 | CA Dashboard Graduation Rate | 2023 Outcomes<br><br>All students =33.7%<br><br>English Learners = 28.3%<br><br>Hispanic = 31.1%<br><br>Socioeconomically disadvantaged = 34.6% | 2025-26 Update | 2026-27 Update | All students =60%<br><br>English Learners = 60%<br><br>Hispanic = 60%<br><br>Socioeconomically disadvantaged = 60% | 2025-26 / 2026-27 Update |
| 6.2 | CA Dashboard College and Career Indicator | 2023 Outcomes<br><br>All students =0%<br><br>English Learners = 0%<br><br>Hispanic = 0%<br><br>Socioeconomically disadvantaged = 0%<br><br>Homeless Youth = 0% | 2025-26 Update | 2026-27 Update | All students =10%<br><br>English Learners = 10%<br><br>Hispanic = 10%<br><br>Socioeconomically disadvantaged = 10%<br><br>Homeless Youth = 10% | 2025-26 / 2026-27 Update |
| 6.3 | Suspension Rate | 2023 Outcomes<br><br>All students = 9.5%<br><br>English Learners = 9.7%<br><br>Hispanic = 8.8%<br><br>Socioeconomically disadvantaged =9.9% | 2025-26 Update | 2026-27 Update | All students = 4%<br><br>English Learners = 4%<br><br>Hispanic = 4%<br><br>Socioeconomically disadvantaged =4% | 2025-26 / 2026-27 Update |
| 6.4 | Percentage of students who are chronically absent | 2023 Outcomes<br><br>All students = 80.2%<br><br>English Learners = 79.6%<br><br>Hispanic = 81%<br><br>Socioeconomically disadvantaged =81.1% | 2025-26 Update | 2026-27 Update | All students = 40%<br><br>English Learners = 40%<br><br>Hispanic = 40%<br><br>Socioeconomically disadvantaged =40% | 2025-26 / 2026-27 Update |

# Goal Analysis for 2023-24 (analysis completed as part of the 2023-24 LCAP Annual Update within a separate template)

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

Analysis of goals in the previous year has been completed as part of the 2023-24 LCAP annual update.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|

| 6.1 | Personalized Learning Plans | The graduation and college and career readiness indicators show the following student groups, performing at the lowest level as measured by the CA Dashboard:<br><br>**Graduation rate**:<br>All students =33.7%<br>English Learners = 28.3%<br>Hispanic = 31.1%<br>Socioeconomically disadvantaged = 34.6%<br><br>**College and Career Readiness**:<br>All students =0%<br>English Learners = 0%<br>Hispanic = 0%<br>Socioeconomically disadvantaged = 0%<br><br>To address this, we will develop and implement personalized learning plans (PLPs) for each student, tailored to their academic needs, career goals, and personal interests. These plans will include individualized learning targets, support strategies, and progress monitoring.<br><br>• Provide additional 1.0 FTE school counselor | $175,000<br><br>Personnel Costs:Salary and Benefits<br><br>Equity Multiplier | [No]<br><br>All Students<br><br>Foothill High School |
| --- | --- | --- | --- | --- |
| 6.2 | Targeted Academic Interventions | The input collected from the Foothill community points to a need to provide academic support and credit recovery opportunities for students.<br><br>Provide targeted academic interventions, including tutoring, credit recovery programs, and project-based learning opportunities, to help students catch up and excel in their studies.<br><br>• 0.4 FTE added teacher assignments (6th period assignments) | $64,000<br><br>Personnel Costs: Salary and Benefits<br><br>Equity Multiplier | [No]<br><br>All Students<br><br>Foothill High School |

| | | | | |
|---|---|---|---|---|
| 6.3 | Enhanced Social-Emotional Support | Suspension rates at Foothill show that students need support to ensure they meet behavior expectations.<br><br>**Suspension rates:**<br><br>All students = 9.5%<br><br>English Learners = 9.7%<br><br>Hispanic = 8.8%<br><br>Socioeconomically disadvantaged =9.9%<br><br>Additionally, the school climate/SEL survey results show that 48% of students feel a sense of belonging at Foothill and 37% of students believe they can succeed in achieving academic success.<br><br>To ensure students feel welcomed and supported in their learning environments, we will expand socio-emotional support services, including counseling, mental health services, and social-emotional learning (SEL) programs, to address students' holistic needs and promote well-being.<br><br>&bull; Provide extra duty compensation for staff to conduct restorative circles and implement SEL curriculum<br>&bull; Contract services for provision of additional SEL and mental health services such as Yoga and Art Therapy | $15,000<br><br>Personnel Costs: Salary and Benefits<br><br>$15,000<br><br>Contract Services<br><br>Equity Multiplier | [No]<br><br>All Students<br><br>Foothill High School |
| 6.4 | Career and Technical Education (CTE) Programs | Student input collected during the community forum indicated a need to create opportunities for students to explore and make connections to careers.<br><br>Thus, we will develop and enhance CTE programs that provide students with practical skills and certifications in various career fields, ensuring they are prepared for the workforce or further education.<br><br>&bull; Provide extra duty compensation for staff to work with students after school<br>&bull; Contract services for CTE certification programs and courses | $15,000<br><br>Personnel Costs: Salary and Benefits<br><br>$25,000<br><br>Contract Services<br><br>Funded using CSI funds for 2024-25 | [No]<br><br>All Students<br><br>Foothill High School |

| | | | | |
|---|---|---|---|---|
| 6.5 | Family and Community Engagement | The school climate/SEL survey results show that 48% of students feel a sense of belonging at Foothill and 37% of students believe they can succeed in achieving academic success.<br><br>To improve these results, we will strengthen family and community engagement through workshops, events, and partnerships that support student learning and well-being. Provide resources and training for families to support their children's education.<br><br>• Provide 1.0 FTE Parent and Community Involvement Specialist (PCIS) | $146,000<br><br>Personnel Costs:Salary and Benefits<br><br>Equity Multiplier | [No]<br><br>All Students<br><br>Foothill High School |
| 6.6 | Professional Development for Staff | Given the graduation and college and career metrics on the CA Dashboard for Foothill, it is evident that students need Tier 1 Instruction that is grounded in addressing the whole needs of students: Academic, Behavior, and Socioemotional.<br><br>Thus, we will offer ongoing professional development for staff on culturally responsive teaching practices, trauma-informed care, and strategies to support youth through an MTSS framework.<br><br>• Contract services for expert PD providers<br>• Provide extra duty compensation and sub coverage as needed for staff to attend work sessions | $15,000<br><br>Costs:Salary and Benefits<br><br>$20,000<br><br>Contract Services<br><br>Funded using CSI funds for 2024-25 | [No]<br><br>All Students<br><br>Foothill High School |
| 6.7 | Field trips | The input collected as part of the Foothill community forum indicated an interest in visiting colleges, museums, and attending conferences to enhance student skills and experiences.<br><br>We will provide outside the classroom experiences for students. Field trips will include outings to colleges, conferences, and other venues.<br><br>• transportation<br>• registration fees for conferences<br>• substitute coverage for teachers supporting students<br>• extra duty compensation for staff<br>• student gear and supplies | $50,000<br><br>Materials, Fees, Supplies, Transportation<br><br>Funded using CSI funds for 2024-25 | [No]<br><br>All Students<br><br>Foothill High School |

| 6.8 | Transportation Support | Attendance data indicates that students may experience barriers to coming to school. One of those barriers may be transportation. To support students in this area we will provide bus passes for students. | $14,465<br><br>Contract Services<br><br>Equity Multiplier | [No]<br><br>All Students<br><br>Foothill High School |
|---|---|---|---|---|

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $25,150,403 | ESUHSD does not receive these funds |

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

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 10.18% | 1.19% | $3,057,364 | 11.37% |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.**

# Required Descriptions

# LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Description, state as such within the table. Complete the table as follows:

| Goal and Action #(s) | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
|  |  |  |  |

| | | These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators. | We will measure effectiveness through the following metrics:<br>● level of implementation fidelity using implementation rubrics<br>● college and career readiness indicator on CA Dashboard<br>● Local A-G completion data<br>● Survey results<br>● Local Indicator self-reflection |
|---|---|---|---|
| Goal 1<br>Actions 2, 6, 12, 16, 18 | Required description is contained within each action item. | | |
| Goal 2<br>Actions 1, 2, 9, 12 | Required description is contained within each action item. | These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators. | We will measure effectiveness through the following metrics:<br>● level of implementation fidelity using implementation rubrics<br>● graduation indicator on CA Dashboard<br>● Local graduation data<br>● Survey results<br>● EWS local data reports<br>● Local Indicator self-reflection |

| | | | |
|---|---|---|---|
| Goal 4 Actions 1, 2, 6, 7, 8, 9 | Required description is contained within each action item. | These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators. | We will measure effectiveness through the following metrics:<br>● level of implementation fidelity using implementation rubrics<br>● suspension indicator on CA Dashboard<br>● Local suspension data<br>● Survey results<br>● Local Indicator self-reflection<br>● SHAPE local referral data |
| Goal 5 Actions 1, 2, 3, 6 | Required description is contained within each action item. | These actions are provided on an LEA-wide basis because the data on the CA Dashboard for the target populations shows 10 of our 11 comprehensive high schools with the lowest level performance for these students across one or more indicators. Additionally, all of our continuation schools and alternative settings have unduplicated student groups performing at the lowest levels in one or more of the indicators. | We will measure effectiveness through the following metrics:<br>● level of implementation fidelity using implementation rubrics<br>● Local attendance data<br>● Survey results<br>● Local Indicator self-reflection |

### *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such. Complete the table as follows:

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| Goal 3 Actions 2, 3, 4, 7, 8, 9 | Required description is contained within each action item. | The actions are designed to address the need as English Learners are listed as performing at the lowest levels as per the CA Dashboard metrics at 10 out of our 11 comprehensive high schools and at one of our continuation schools. | We will measure effectiveness through the following metrics: <br> • level of implementation fidelity using implementation rubrics <br> • EL progress indicator on CA Dashboard <br> • Graduation and college and Career readiness Indicators <br> • Reclassification rates <br> • ELPAC scores <br> • Survey results <br> • Local Indicator self-reflection |

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

There are no limited actions contributing to meeting the increased or improved services requirement.

### *Additional Concentration Grant Funding*

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

Our district does not receive additional concentration grant add-on funding. This prompt is not applicable to ESUHSD.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | Our district does not receive additional concentration grant add-on funding. This prompt is not applicable to ESUHSD. | Our district does not receive additional concentration grant add-on funding. This prompt is not applicable to ESUHSD. |
| Staff-to-student ratio of certificated staff providing direct services to students | Our district does not receive additional concentration grant add-on funding. This prompt is not applicable to ESUHSD. | Our district does not receive additional concentration grant add-on funding. This prompt is not applicable to ESUHSD. |

## 2024-25 Total Planned Expenditures Table

| LCAP Year (Input) | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| 2024-25 | $ 247,154,115 | $ 25,150,403 | 10.176% | 1.190% | 11.366% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 28,207,766 | $ 13,183,617 | $ 10,000 | $ 1,445,236 | $ 42,846,619.00 | $ 36,806,664 | $ 6,039,955 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Research, collaboration, professional development, and support for MTSS teams | All | No | LEA-wide | All | All Schools | Ongoing | $ 25,000 | $ 209,000 | $ - | $ 234,000 | $ - | $ - | $ 234,000 | 0.000% |
| 1 | 1.2 | Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,273,038 | $ - | $ 2,273,038 | $ - | $ - | $ - | $ 2,273,038 | 0.000% |
| 1 | 1.3 | Professional Development for Mathematics, Science, and English Language Arts teachers | All | No | LEA-wide | All | All Schools | Ongoing | $ 30,000 | $ 60,000 | $ - | $ 90,000 | $ - | $ - | $ 90,000 | 0.000% |
| 1 | 1.4 | Professional Development for Math teachers at James Lick | All | No | Schoolwide | All | James Lick | Ongoing | $ 20,000 | $ 5,000 | $ - | $ - | $ - | $ 25,000 | $ 25,000 | 0.000% |
| 1 | 1.5 | Expanded learning sessions in Math and English Language Arts for students performing at the lowest performance level | All | No | LEA-wide | All | All Schools | Ongoing | $ 30,000 | $ 10,000 | $ - | $ 40,000 | $ - | $ - | $ 40,000 | 0.000% |
| 1 | 1.6 | Data reporting for monitoring and analysis of metrics | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 91,288 | $ 59,740 | $ 151,028 | $ - | $ - | $ - | $ 151,028 | 0.000% |
| 1 | 1.7 | Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders | All | No | LEA-wide | All | All Schools | Ongoing | $ 1,087,000 | $ 50,000 | $ - | $ 1,137,000 | $ - | $ - | $ 1,137,000 | 0.000% |
| 1 | 1.8 | Placement of Students with Disabilities in Least Restrictive Environment (LRE) | All | No | LEA-wide | All | All Schools | Ongoing | $ 5,000 | $ 15,000 | $ - | $ 20,000 | $ - | $ - | $ 20,000 | 0.000% |
| 1 | 1.9 | Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment | All | No | LEA-wide | All | All Schools | Ongoing | $ 1,796,734 | $ - | $ - | $ 1,796,734 | $ - | $ - | $ 1,796,734 | 0.000% |
| 1 | 1.10 | Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE) | All | No | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ - | $ - | $ 15,000 | $ - | $ - | $ 15,000 | 0.000% |
| 1 | 1.11 | California College Guidance Initiative as a college and career planning tool | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 1 | 1.12 | College Awareness and Financial Aid Support for target student populations | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 169,500 | $ 169,500 | $ - | $ - | $ - | $ 169,500 | 0.000% |
| 1 | 1.13 | College entry, International Baccalaureate (IB) and Advanced Placement (AP) exam access | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ 250,000 | $ - | $ 250,000 | $ - | $ - | $ 250,000 | 0.000% |
| 1 | 1.14 | Mentoring and academic support for students | All | Yes | Schoolwide | All | Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak Grove, Wm C. Overfelt, and Yerba Buena | Ongoing | $ - | $ 421,000 | $ 421,000 | $ - | $ - | $ - | $ 421,000 | 0.000% |
| 1 | 1.15 | Communication and engagement with parents/guardians | All | No | LEA-wide | All | All Schools | Ongoing | $ 273,924 | $ - | $ - | $ 273,924 | $ - | $ - | $ 273,924 | 0.000% |
| 1 | 1.16 | Field Trips for students | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 134,653 | $ 134,653 | $ - | $ - | $ - | $ 134,653 | 0.000% |
| 1 | 1.17 | Targeted college and career readiness for students through AVID course enrollment | All | No | LEA-wide | All | All Schools | Ongoing | $ 109,887 | $ 15,000 | $ - | $ - | $ - | $ 124,887 | $ 124,887 | 0.000% |
| 1 | 1.18 | Support for our alternative learning options | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 96,000 | $ - | $ 96,000 | $ - | $ - | $ - | $ 96,000 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 2 | 2.1 | Academic and social-emotional counseling provided by school counselors | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 6,310,693 | $ - | $ 6,310,693 | $ - | $ - | $ - | $ 6,310,693 | 0.000% |
| 2 | 2.2 | Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 240,590 | $ - | $ 240,590 | $ - | $ - | $ - | $ 240,590 | 0.000% |
| 2 | 2.3 | Unpacking of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs) | All | No | LEA-wide | All | All Schools | Ongoing | $ 20,000 | $ - | $ - | $ 20,000 | $ - | $ - | $ 20,000 | 0.000% |
| 2 | 2.4 | Professional development for staff in responding positively to the academic, social-emotional and behavioral needs of our students | All | No | LEA-wide | All | All Schools | Ongoing | $ 1,100,000 | $ 20,000 | $ - | $ 1,120,000 | $ - | $ - | $ 1,120,000 | 0.000% |
| 2 | 2.5 | High-dosage tutoring for students by subject area with a focus on Math and English Language Arts | All | No | LEA-wide | All | All Schools | Ongoing | $ 50,000 | $ 109,000 | $ - | $ 159,000 | $ - | $ - | $ 159,000 | 0.000% |
| 2 | 2.6 | Edgenuity online Credit Recovery | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ 670,000 | $ - | $ 670,000 | $ - | $ - | $ 670,000 | 0.000% |
| 2 | 2.7 | Summer School Program | All | No | LEA-wide | All | All Schools | Ongoing | $ 1,946,665 | $ - | $ - | $ 1,145,378 | $ - | $ 801,287 | $ 1,946,665 | 0.000% |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.8 | Intersession learning recovery mini-sessions | All | No | LEA-wide | All | All Schools | Ongoing | $ 178,400 | $ - | $ - | $ 178,400 | $ - | $ - | $ 178,400 | 0.000% |
| 2 | 2.9 | Family Engagement and Communication | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,250,574 | $ - | $ 2,250,574 | $ - | $ - | $ - | $ 2,250,574 | 0.000% |
| 2 | 2.10 | Coaching and induction support for teachers with preliminary and intern credentials | All | No | LEA-wide | All | All Schools | Ongoing | $ 1,037,312 | $ 150,000 | $ - | $ 1,187,312 | $ - | $ - | $ 1,187,312 | 0.000% |
| 2 | 2.11 | On-demand online tutoring | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ 670,000 | $ - | $ 670,000 | $ - | $ - | $ 670,000 | 0.000% |
| 2 | 2.12 | Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,473,171 | $ - | $ 2,473,171 | $ - | $ - | $ - | $ 2,473,171 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 3 | 3.1 | EL teacher coaching and support provided by an EL Teacher on Special Assignment | All | No | LEA-wide | English Learners | All Schools | Ongoing | $ 208,612 | $ - | $ - | $ - | $ - | $ 208,612 | $ 208,612 | 0.000% |
| 3 | 3.2 | Professional Development focused on understanding the EL Roadmap | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 25,000 | $ 5,000 | $ 30,000 | $ - | $ - | $ - | $ 30,000 | 0.000% |
| 3 | 3.3 | Professional development for teachers on effective evidence-based instructional strategies and practices | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ 125,000 | $ 140,000 | $ - | $ - | $ - | $ 140,000 | 0.000% |
| 3 | 3.4 | Maintain smaller class size for designated ELD courses | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 2,058,045 | $ - | $ 2,058,045 | $ - | $ - | $ - | $ 2,058,045 | 0.000% |
| 3 | 3.5 | Placement of English Learners into core and advanced courses | All | No | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ - | $ - | $ - | $ - | $ 15,000 | $ 15,000 | 0.000% |
| 3 | 3.6 | Supplemental Academic Support | All | No | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ 50,000 | $ - | $ 65,000 | $ - | $ - | $ 65,000 | 0.000% |
| 3 | 3.7 | Translation and Interpretation Services | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 65,000 | $ 65,000 | $ - | $ - | $ - | $ 65,000 | 0.000% |
| 3 | 3.8 | Family Engagement | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ 50,000 | $ 65,000 | $ - | $ - | $ - | $ 65,000 | 0.000% |
| 3 | 3.9 | English Learner program management, progress monitoring, and teacher support | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 102,000 | $ 102,000 | $ - | $ - | $ - | $ 102,000 | 0.000% |
| 3 | 3.10 | Primary language support for Short -term English Language Learners in designated and ELD integrated courses | All | No | LEA-wide | All | All Schools | Ongoing | $ 1,518,304 | $ - | $ - | $ 1,372,854 | $ - | $ 145,450 | $ 1,518,304 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 4 | 4.1 | Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 5,127,901 | $ - | $ 5,127,901 | $ - | $ - | $ - | $ 5,127,901 | 0.000% |
| 4 | 4.2 | Coordination of Student Services, Supports, and Interventions | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 234,022 | $ - | $ 234,022 | $ - | $ - | $ - | $ 234,022 | 0.000% |
| 4 | 4.3 | Professional Development for staff on restorative practices, relationship building, and tiered interventions to address social emotional and behavior needs | All | No | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ 25,000 | $ 40,000 | $ - | $ - | $ - | $ 40,000 | 0.000% |
| 4 | 4.4 | Positive school climate initiatives, support and interventions | All | No | LEA-wide | All | All Schools | Ongoing | $ 75,000 | $ 102,600 | $ 177,600 | $ - | $ - | $ - | $ 177,600 | 0.000% |
| 4 | 4.5 | Collaborating with Community Agencies to Build a Continuum of Care | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ 2,000,000 | $ - | $ 2,000,000 | $ - | $ - | $ 2,000,000 | 0.000% |
| 4 | 4.6 | Assessment and evaluation of climate and culture and social-emotional wellbeing | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 60,646 | $ 60,646 | $ - | $ - | $ - | $ 60,646 | 0.000% |
| 4 | 4.7 | Support for safe and positive school culture and climate | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 829,785 | $ - | $ 829,785 | $ - | $ - | $ - | $ 829,785 | 0.000% |
| 4 | 4.8 | Targeted School Climate and Culture Support for Independence High School | All | Yes | Schoolwide | All | Independence | Ongoing | $ 523,338 | $ 1 | $ 523,339 | $ - | $ - | $ - | $ 523,339 | 0.000% |
| 4 | 4.9 | 9th Grade Transition Program | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 1,806,592 | $ - | $ 1,806,592 | $ - | $ - | $ - | $ 1,806,592 | 0.000% |
| 4 | 4.10 | Comprehensive Safety Audit | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ 66,950 | $ - | $ 66,950 | $ - | $ - | $ 66,950 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 5 | 5.1 | Child Welfare & Attendance Support | All | Yes | Schoolwide | All | Calero, Apollo, ISP, Phoenix, Pegasus, Foothill | Ongoing | $ 942,366 | $ - | $ 942,366 | $ - | $ - | $ - | $ 942,366 | 0.000% |
| 5 | 5.2 | Health and wellness planning and monitoring | All | Yes | LEA-wide | All | All Schools | Ongoing | $ 1,467,423 | $ - | $ 1,467,423 | $ - | $ - | $ - | $ 1,467,423 | 0.000% |
| 5 | 5.3 | Early Monitoring and Intervention | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 185,400 | $ 185,400 | $ - | $ - | $ - | $ 185,400 | 0.000% |
| 5 | 5.4 | Attendance Incentive Programs | All | No | LEA-wide | All | All Schools | Ongoing | $ - | $ 10,000 | $ - | $ - | $ 10,000 | $ - | $ 10,000 | 0.000% |
| 5 | 5.5 | Restorative SARB | All | No | LEA-wide | All | All Schools | Ongoing | $ 5,000 | $ - | $ - | $ 5,000 | $ - | $ - | $ 5,000 | 0.000% |
| 5 | 5.6 | Transportation Support | All | Yes | LEA-wide | All | All Schools | Ongoing | $ - | $ 50,000 | $ 50,000 | $ - | $ - | $ - | $ 50,000 | 0.000% |
| 5 | 5.7 | Attendance Support through Family Engagement, Communication, and Education | All | No | LEA-wide | All | All Schools | Ongoing | $ 15,000 | $ - | $ - | $ 15,000 | $ - | $ - | $ 15,000 | 0.000% |
| 5 | 5.8 | Professional Development for Staff strategies to improve student engagement and attendance | All | No | LEA-wide | All | All Schools | Ongoing | $ 5,000 | $ - | $ - | $ 5,000 | $ - | $ - | $ 5,000 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| 6 | 6.1 | Personalized Learning Plans | All | No | Schoolwide | All | Foothill | Ongoing | $ 175,000 | $ - | $ - | $ 175,000 | $ - | $ - | $ 175,000 | 0.000% |
| 6 | 6.2 | Targeted Academic Interventions | All | No | Schoolwide | All | Foothill | Ongoing | $ 64,000 | $ - | $ - | $ 64,000 | $ - | $ - | $ 64,000 | 0.000% |
| 6 | 6.3 | Enhanced Social-Emotional Support | All | No | Schoolwide | All | Foothill | Ongoing | $ 15,000 | $ 15,000 | $ - | $ 30,000 | $ - | $ - | $ 30,000 | 0.000% |
| 6 | 6.4 | Career and Technical Education (CTE) Programs | All | No | Schoolwide | All | Foothill | Ongoing | $ 15,000 | $ 25,000 | $ - | $ - | $ - | $ 40,000 | $ 40,000 | 0.000% |
| 6 | 6.5 | Family and Community Engagement | All | No | Schoolwide | All | Foothill | Ongoing | $ 146,000 | $ - | $ - | $ 146,000 | $ - | $ - | $ 146,000 | 0.000% |
| 6 | 6.6 | Professional Development for Staff | All | No | Schoolwide | All | Foothill | Ongoing | $ 15,000 | $ 20,000 | $ - | $ - | $ - | $ 35,000 | $ 35,000 | 0.000% |
| 6 | 6.7 | Field trips | All | No | Schoolwide | All | Foothill | Ongoing | $ - | $ 50,000 | $ - | $ - | $ - | $ 50,000 | $ 50,000 | 0.000% |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 6.8 | Transportation Support | All | No | Schoolwide | All | Foothill | Ongoing | $ - | $ 14,465 | $ - | $ 14,465 | $ - | $ - | $ 14,465 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |

## 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $247,154,115 | $ 25,150,403 | 10.176% | 1.190% | 11.366% | $ 28,207,766 | 0.000% | 11.413% | **Total:** | $ 28,207,766 |
| | | | | | | | | **LEA-wide Total:** | $ 26,321,061 |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 1,886,705 |

| Goal # | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.2 | Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment | Yes | LEA-wide | All | All Schools | $ 2,273,038 | 0.000% |
| 1 | 1.6 | Data reporting for monitoring and analysis of metrics | Yes | LEA-wide | All | All Schools | $ 151,028 | 0.000% |
| 1 | 1.12 | College Awareness and Financial Aid Support for target student populations | Yes | LEA-wide | All | All Schools | $ 169,500 | 0.000% |
| 1 | 1.14 | Mentoring and academic support for students | Yes | Schoolwide | All | Andrew Hill, Independence, James Lick, Mt. Pleasant, Oak Grove, Wm C. Overfelt, and Yerba Buena | $ 421,000 | 0.000% |
| 1 | 1.16 | Field Trips for students | Yes | LEA-wide | All | All Schools | $ 134,653 | 0.000% |
| 1 | 1.18 | Support for our alternative learning options | Yes | LEA-wide | All | All Schools | $ 96,000 | 0.000% |
| | | | | | | | $ - | 0.000% |
| 2 | 2.1 | Academic and social-emotional counseling provided by school counselors | Yes | LEA-wide | All | All Schools | $ 6,310,693 | 0.000% |
| 2 | 2.2 | Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework | Yes | LEA-wide | All | All Schools | $ 240,590 | 0.000% |
| 2 | 2.9 | Family Engagement and Communication | Yes | LEA-wide | All | All Schools | $ 2,250,574 | 0.000% |
| 2 | 2.12 | Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS) | Yes | LEA-wide | All | All Schools | $ 2,473,171 | 0.000% |
| | | | | | | | $ - | 0.000% |
| 3 | 3.2 | Professional Development focused on understanding the EL Roadmap | Yes | LEA-wide | All | All Schools | $ 30,000 | 0.000% |
| 3 | 3.3 | Professional development for teachers on effective evidence-based instructional strategies and practices | Yes | LEA-wide | All | All Schools | $ 140,000 | 0.000% |
| 3 | 3.4 | Maintain smaller class size for designated ELD courses | Yes | LEA-wide | All | All Schools | $ 2,058,045 | 0.000% |
| 3 | 3.7 | Translation and Interpretation Services | Yes | LEA-wide | All | All Schools | $ 65,000 | 0.000% |
| 3 | 3.8 | Family Engagement | Yes | LEA-wide | All | All Schools | $ 65,000 | 0.000% |
| 3 | 3.9 | English Learner program management, progress monitoring, and teacher support | Yes | LEA-wide | All | All Schools | $ 102,000 | 0.000% |
| | | | | | | | $ - | 0.000% |
| 4 | 4.1 | Mental health & wellness support provided by school social workers and wellness center support staff using an MTSS framework | Yes | LEA-wide | All | All Schools | $ 5,127,901 | 0.000% |
| 4 | 4.2 | Coordination of Student Services, Supports, and Interventions | Yes | LEA-wide | All | All Schools | $ 234,022 | 0.000% |
| 4 | 4.6 | Assessment and evaluation of climate and culture and social-emotional wellbeing | Yes | LEA-wide | All | All Schools | $ 60,646 | 0.000% |
| 4 | 4.7 | Support for safe and positive school culture and climate | Yes | LEA-wide | All | All Schools | $ 829,785 | 0.000% |
| 4 | 4.8 | Targeted School Climate and Culture Support for Independence High School | Yes | Schoolwide | All | Independence | $ 523,339 | 0.000% |
| 4 | 4.9 | 9th Grade Transition Program | Yes | LEA-wide | All | All Schools | $ 1,806,592 | 0.000% |
| | | | | | | | $ - | 0.000% |
| 5 | 5.1 | Child Welfare & Attendance Support | Yes | Schoolwide | All | Calero, Apollo, ISP, Phoenix, Pegasus, Foothill | $ 942,366 | 0.000% |
| 5 | 5.2 | Health and wellness planning and monitoring | Yes | LEA-wide | All | All Schools | $ 1,467,423 | 0.000% |
| 5 | 5.3 | Early Monitoring and Intervention | Yes | LEA-wide | All | All Schools | $ 185,400 | 0.000% |
| 5 | 5.6 | Transportation Support | Yes | LEA-wide | All | All Schools | $ 50,000 | 0.000% |

## 2023-24 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 41,243,259.00 | $ 36,338,781.96 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1 | Academic and social-emotional counseling provided by school counselors | Yes | $ 5,905,111 | $ 5,808,828 |
| 1 | 2 | Research, collaboration, and support for MTSS teams | Yes | $ 142,000 | $ 185,471 |
| 1 | 3 | Data reporting for monitoring and analysis of metrics | Yes | $ 136,367 | $ 200,864 |
| 1 | 4 | Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment | Yes | $ 2,510,102 | $ 1,640,638 |
| 1 | 5 | Professional Development focused on the CA Standards for the Teaching Profession and CA Professional Standards for Educational Leaders | No | $ 1,046,362 | $ 1,362,163 |
| 1 | 6 | Placement of Students with Disabilities in Least Restrictive Environment (LRE) | No | $ 25,000 | $ - |
| 1 | 7 | Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment | Yes | $ 1,804,308 | $ 1,360,478 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 8 | Elevate the Graduate Profile | Yes | $ 40,000 | $ 139,101 |
| 1 | 9 | Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE) | No | $ 15,000 | $ - |
| 1 | 10 | California College Guidance Initiative as a college and career planning tool | No | $ - | $ - |
| 1 | 11 | College Awareness and Financial Aid Support for target student populations | Yes | $ 127,100 | $ 140,344 |
| 1 | 12 | College entry, IB and Advanced Placement exam access | No | $ 400,000 | $ 258,838 |
| 1 | 13 | Mentoring and academic support for students | Yes | $ 376,200 | $ 217,053 |
| 1 | 14 | Communication and engagement with parents/guardians | Yes | $ 319,113 | $ 280,800 |
| 1 | 15 | Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework | Yes | $ 231,910 | $ 234,213 |
| 1 | 16 | Field Trips for students | Yes | $ 32,500 | $ 114,813 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | $ - | $ - |
| 2 | 1 | Cyber High and Edgenuity online Credit Recovery | Yes | $ 534,733 | $ 153,819 |
| 2 | 2 | Summer School Program | No | $ 1,662,923 | $ 2,046,412 |
| 2 | 3 | Intersession learning recovery mini-sessions | No | $ 311,853 | $ 34,612 |
| 2 | 4 | Development of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs) | No | $ 40,000 | $ 7,505 |
| 2 | 5 | Coordination and support of all learning options schools and programs (Reinstated with amendments for the 2023-24 school year) | Yes | $ 15,000 | $ 148,729 |
| 2 | 6 | Parent support and assistance | Yes | $ 2,101,723 | $ 2,160,555 |
| 2 | 7 | No Red Ink as a tool to engage students in writing | No | $ 142,800 | $ - |
| 2 | 8 | Coaching and induction support for teachers with preliminary and intern credentials | Yes | $ 1,335,250 | $ 1,232,908 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 9 | On-demand online tutoring | No | $ 670,000 | $ 644,127 |
| 2 | 10 | On-demand online tutoring for target student groups | No | $ 85,000 | $ - |
| 2 | 11 | ACTION Removed for 2022/23 | | $ - | $ - |
| 2 | 12 | Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS | Yes | $ 2,455,511 | $ 1,892,997 |
| | | | | $ - | $ - |
| 3 | 1 | Intake and Support for Newcomer English Learners | No | $ 70,000 | $ 702 |
| 3 | 2 | Placement of English Learners into core and advanced courses | No | $ 35,000 | $ - |
| 3 | 3 | Primary language support for limited English proficient parents | Yes | $ 134,905 | $ 169,446 |
| 3 | 4 | Primary language support for English Language Learners in ELD courses | No | $ 1,381,765 | $ 979,626 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 5 | ACTION Amended for 2022/23 | | $ - | $ - |
| 3 | 6 | EL teacher coaching and support provided by an EL Teacher on Special Assignmen | No | $ 185,552 | $ 196,616 |
| 3 | 7 | Maintain smaller class size for designated ELD courses | Yes | $ 1,912,922 | $ 1,936,307 |
| 3 | 8 | Professional Development focused on understanding the EL Roadmap | No | $ 30,000 | $ - |
| 3 | 9 | The work listed as part of this action item will done as part of Action #6 of this goal for the 2023-24 school year with indicated staff. | | $ - | $ - |
| | | | | $ - | $ - |
| 4 | 1 | Coordination of system wide implementation of Restorative Practices and Mental Health & Wellness support structures using an MTSS framework | No | $ 196,112 | $ 206,275 |
| 4 | 2 | Mental health & wellness support provided by school social workers | Yes | $ 3,979,340 | $ 4,027,663 |
| 4 | 3 | Coordination of Student Services, Supports, and Interventions | Yes | $ 217,946 | $ 383,226 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 4 | 4 | Professional Development and support focused on Behavior/Discipline Education Code in alignment with the Uniform Behavior Responses Matrix (UBR) | No | $ 57,000 | $ 27,514 |
| 4 | 5 | 9th grade Transition Program | Yes | $ 1,725,000 | $ 682,402 |
| 4 | 6 | Professional development for all staff focused on Trauma-informed Care, Compassion Fatigue and Restorative Practices | No | $ 2,204,164 | $ 1,001,498 |
| 4 | 7 | Collaborating with Community Agencies to Build a Continuum of Care | No | $ 1,520,000 | $ 1,862,584 |
| 4 | 8 | Reentry Program | No | $ 10,000 | $ - |
| 4 | 9 | Assessment and evaluation of climate and culture and social-emotional wellbeing | Yes | $ 44,220 | $ 123,800 |
| 4 | 10 | Targeted School Climate and Culture Support for Independence High School as a pilot for 2 years | Yes | $ 536,562 | $ 473,487 |
| 4 | 11 | Support for safe and positive school culture and climate | Yes | $ 844,210 | $ 613,591 |
| | | | | $ - | $ - |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 5 | 1 | Child Welfare & Attendance Support | Yes | $ 710,199 | $ 593,645 |
| 5 | 2 | Health and wellness planning and monitoring | Yes | $ 1,557,965 | $ 1,380,989 |
| 5 | 3 | Attendance Support | No | $ 10,000 | $ - |
| 5 | 4 | A2A as an attendance communication, data, and response system | Yes | $ 180,000 | $ 221,170 |
| 5 | 5 | Restorative SARB | No | $ 10,000 | $ - |
| 5 | 6 | Expanding Transportation Support | Yes | $ 85,000 | $ 47,310 |
| | | | | $ - | $ - |
| 6 | 1 | Academic and social-emotional counseling provided by school counselors | Yes | $ 25,000 | $ 14,994 |
| 6 | 2 | Attendance Support | Yes | $ 30,000 | $ - |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 6 | 3 | Transportation Support | Yes | $ 100,000 | $ 180,280 |
| 6 | 4 | Collaborating with Community Agencies to Build a Continuum of Care | Yes | $ 500,000 | $ 335,160 |
| 6 | 5 | Mental health & wellness support provided by school social worker | Yes | $ 114,531 | $ 401,265 |
| 6 | 6 | On-demand online tutoring and in-person tutoring | Yes | $ 225,000 | $ 119,999 |
| 6 | 7 | Resources, Supplies, Equipment, and Materials to support access | Yes | $ 145,000 | $ 93,965 |
| | | | | $ - | $ - |
| | | | | $ - | $ - |

## 2023-24 Contributing Actions Annual Update Table

| 6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Actual Percentage of Improved Services (%) | Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $ 25,509,778 | $ 31,134,728 | $ 27,710,311 | $ 3,424,417 | 0.00% | 0.00% | 0.00% - No Difference |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input |
|---|---|---|---|---|---|---|---|
| 1 | 1 | Academic and social-emotional counseling provided by school counselors | Yes | $ 5,905,111 | $ 5,808,828.18 | 0.00% | 0.00% |
| 1 | 2 | Research, collaboration, and support for MTSS teams | Yes | $ 142,000 | $ 185,471.48 | 0.00% | 0.00% |
| 1 | 3 | Data reporting for monitoring and analysis of metrics | Yes | $ 136,367 | $ 200,864.00 | 0.00% | 0.00% |
| 1 | 4 | Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment | Yes | $ 2,510,102 | $ 1,640,637.59 | 0.00% | 0.00% |
| 1 | 7 | Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment | Yes | $ 1,804,308 | $ 1,360,478.32 | 0.00% | 0.00% |
| 1 | 8 | Elevate the Graduate Profile | Yes | $ 40,000 | $ 139,101.41 | 0.00% | 0.00% |
| 1 | 11 | College Awareness and Financial Aid Support for target student populations | Yes | $ 127,100 | $ 140,344.49 | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input |
|---|---|---|---|---|---|---|---|
| 1 | 13 | Mentoring and academic support for students | Yes | $ 376,200 | $ 217,052.58 | 0.00% | 0.00% |
| 1 | 14 | Communication and engagement with parents/guardians | Yes | $ 319,113 | $ 280,799.73 | 0.00% | 0.00% |
| 1 | 15 | Coordination and support of system wide implementation of academic and social-emotional school counseling practices and support structures using an MTSS framework | Yes | $ 231,910 | $ 234,213.29 | 0.00% | 0.00% |
| 1 | 16 | Field Trips for students | Yes | $ 32,500 | $ 114,813.32 | 0.00% | 0.00% |
| | | | | $ - | $ - | 0.00% | 0.00% |
| 2 | 1 | Cyber High and Edgenuity online Credit Recovery | Yes | $ 534,733 | $ 153,818.60 | 0.00% | 0.00% |
| 2 | 5 | Coordination and support of all learning options schools and programs (Reinstated with amendments for the 2023-24 school year) | Yes | $ 15,000 | $ 148,728.76 | 0.00% | 0.00% |
| 2 | 6 | Parent support and assistance | Yes | $ 2,101,723 | $ 2,160,555.05 | 0.00% | 0.00% |
| 2 | 8 | Coaching and induction support for teachers with preliminary and intern credentials | Yes | $ 1,335,250 | $ 1,232,907.71 | 0.00% | 0.00% |
| 2 | 11 | ACTION Removed for 2022/23 | | $ - | $ - | 0.00% | 0.00% |
| 2 | 12 | Coordination of services, implementation of tiered interventions and supports with a focus on students surfaced by the 6-week data report (Early Warning System - EWS | Yes | $ 2,455,511 | $ 1,892,996.89 | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input |
|---|---|---|---|---|---|---|---|
| | | | | $ - | $ - | 0.00% | 0.00% |
| 3 | 3 | Primary language support for limited English proficient parents | Yes | $ 134,905 | $ 169,445.75 | 0.00% | 0.00% |
| 3 | 5 | ACTION Amended for 2022/23 | | $ - | $ - | 0.00% | 0.00% |
| 3 | 7 | Maintain smaller class size for designated ELD courses | Yes | $ 1,912,922 | $ 1,936,307.21 | 0.00% | 0.00% |
| 3 | 9 | The work listed as part of this action item will done as part of Action #6 of this goal for the 2023-24 school year with indicated staff. | | $ - | $ - | 0.00% | 0.00% |
| | | | | $ - | $ - | 0.00% | 0.00% |
| 4 | 2 | Mental health & wellness support provided by school social workers | Yes | $ 3,979,340 | $ 4,027,663.00 | 0.00% | 0.00% |
| 4 | 3 | Coordination of Student Services, Supports, and Interventions | Yes | $ 217,946 | $ 383,225.94 | 0.00% | 0.00% |
| 4 | 5 | 9th grade Transition Program | Yes | $ 1,725,000 | $ 682,402.36 | 0.00% | 0.00% |
| 4 | 9 | Assessment and evaluation of climate and culture and social-emotional wellbeing | Yes | $ 44,220 | $ 123,800.00 | 0.00% | 0.00% |
| 4 | 10 | Targeted School Climate and Culture Support for Independence High School as a pilot for 2 years | Yes | $ 536,562 | $ 473,487.03 | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input |
|---|---|---|---|---|---|---|---|
| 4 | 11 | Support for safe and positive school culture and climate | Yes | $ 844,210 | $ 613,591.41 | 0.00% | 0.00% |
| | | | | $ - | $ - | 0.00% | 0.00% |
| 5 | 1 | Child Welfare & Attendance Support | Yes | $ 710,199 | $ 593,645.36 | 0.00% | 0.00% |
| 5 | 2 | Health and wellness planning and monitoring | Yes | $ 1,557,965 | $ 1,380,988.50 | 0.00% | 0.00% |
| 5 | 4 | A2A as an attendance communication, data, and response system | Yes | $ 180,000 | $ 221,170.00 | 0.00% | 0.00% |
| 5 | 6 | Expanding Transportation Support | Yes | $ 85,000 | $ 47,310.00 | 0.00% | 0.00% |
| | | | | $ - | $ - | 0.00% | 0.00% |
| 6 | 1 | Academic and social-emotional counseling provided by school counselors | Yes | $ 25,000 | $ 14,993.66 | 0.00% | 0.00% |
| 6 | 2 | Attendance Support | Yes | $ 30,000 | $ - | 0.00% | |
| 6 | 3 | Transportation Support | Yes | $ 100,000 | $ 180,280.00 | 0.00% | 0.00% |
| 6 | 4 | Collaborating with Community Agencies to Build a Continuum of Care | Yes | $ 500,000 | $ 335,160.00 | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input |
|---|---|---|---|---|---|---|---|
| 6 | 5 | Mental health & wellness support provided by school social worker | Yes | $ 114,531 | $ 401,264.71 | 0.00% | 0.00% |
| 6 | 6 | On-demand online tutoring and in-person tutoring | Yes | $ 225,000 | $ 119,999.01 | 0.00% | 0.00% |
| 6 | 7 | Resources, Supplies, Equipment, and Materials to support access | Yes | $ 145,000 | $ 93,965.43 | 0.00% | 0.00% |

## 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $ 256,482,791 | $ 25,509,778 | 2.05% | 12.00% | $ 27,710,311 | 0.00% | 10.80% | $ 3,057,364.45 | 1.19% |

# Local Control and Accountability Plan Instructions

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

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o   Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

- *o* Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

*Reflections: Technical Assistance*

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

*Comprehensive Support and Improvement*

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

**Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

**Monitoring and Evaluating Effectiveness**

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

# Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

# Requirements

**School districts and COEs:** *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support

effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

# Instructions

## *Respond to the prompts as follows:*

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

## *Complete the table as follows:*

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the

public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

***Focus Goal(s)***

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Type of Goal**

Identify the type of goal being implemented as a Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### *Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding*

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- o    When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- o    The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

## Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

## State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

## An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - o    The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## *Broad Goal*

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

## *Maintenance of Progress Goal*

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## *Measuring and Reporting Results:*

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

## Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

    ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## *Goal Analysis:*

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

### Action #

- Enter the action number.

### Title

- Provide a short title for the action. This title will also appear in the action tables.

### Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

### Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

### Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

*Required Actions*

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    o   Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    o   Professional development for teachers.

    o   If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o   The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o   These required actions will be effective for the three-year LCAP cycle.

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

## Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

## Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

## For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

# Requirements and Instructions

Complete the tables as follows:

## Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

## Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

## Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

## LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

## Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

# Required Descriptions:

## LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools**: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

### *Additional Concentration Grant Funding*

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

   - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

   - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

   - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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

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

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared

with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

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

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

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

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

# Calculations in the Action Tables

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

## *Contributing Actions Table*

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

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

- **5. Total Planned Percentage of Improved Services**

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

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

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

## *Contributing Actions Annual Update Table*

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

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

- **7. Total Estimated Actual Expenditures for Contributing Actions**

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

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

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

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

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

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

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

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

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

## *LCFF Carryover Table*

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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

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

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

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

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

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

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

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