

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

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

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

Goal 1

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

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

Actions / Services

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

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

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

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

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

Goal Analysis

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

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

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

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

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

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

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

Meanwhile here some of the enduring challenges:

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Expected	Actual
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Actions / Services

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

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

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

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

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

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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
programs.		

Goal Analysis

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

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

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

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

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

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

Goal 3

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

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

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

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

Actions / Services

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

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

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

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

Goal Analysis

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

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

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

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

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

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

NA

Analysis of In-Person Instructional Offerings

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

NA

Analysis of the Distance Learning Program

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

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

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

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

- Access to Devices and Connectivity:

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

- Pupil Participation and Progress:

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

- Distance Learning Professional Development:

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

- Staff Roles and Responsibilities:

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

NA

Analysis of Pupil Learning Loss

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

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

OVERALL SEMESTER I (fall 2020) GRADE ANALYSIS:

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

Final Algebra I Outcomes (fall 2020):

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

Final English I Outcomes (fall 2020):

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

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

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

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

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

Analysis of Pupil and Family Engagement and Outreach

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

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

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

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

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

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

None.

Overall Analysis

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

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

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

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

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

Credit Recovery:

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

Academic Skill/Social-emotional skill assessment and development:

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

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

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

None.

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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