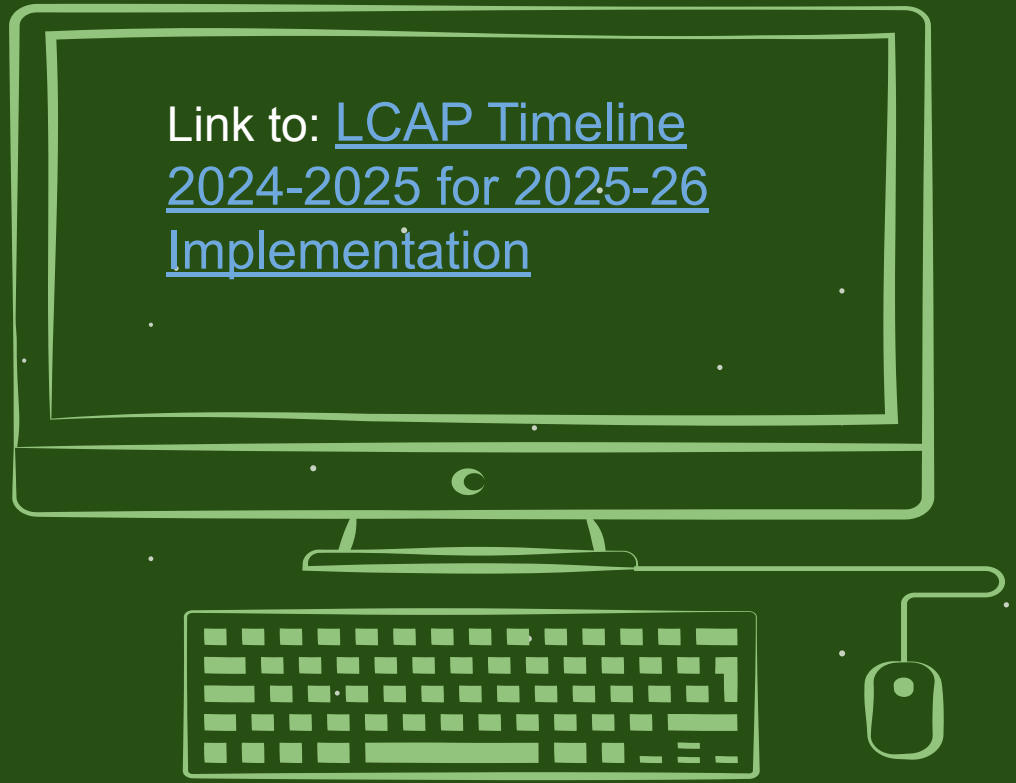
Local Control and Accountability (LCAP) 2025-26

Proposed Goals, Actions and Metrics

LCAP Timeline:

What we've done and where we're headed.

Link to: LCAP Timeline 2024-2025 for 2025-26 Implementation



WHOA

"While the Strategic Plan addresses the District at large, the LCAP is intended to be the Strategic Plan for the State Dashboard in particular."

– San Mateo County Office of Education

2023 SUHSD Dashboard Results

Student Group	English Learner Progress	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Green	Green	Green	Yellow	High
English Learners	Orange	Yellow	Yellow	Red	Red	Low
Foster Youth	N/A	Orange	--	--	--	--
Homeless	N/A	Orange	Orange	--	--	Low
Socioeconomically Disadvantaged	N/A	Orange	Green	Red	Red	Low
Students with Disabilities	N/A	Orange	Green	Red	Red	Low
African American	N/A	Red	Green	Orange	Orange	Low
American Indian or Alaska Native	N/A	Orange	--	--	--	--
Asian	N/A	Blue	Blue	Blue	Blue	Very High
Filipino	N/A	Blue	--	--	--	Very High
Hispanic	N/A	Yellow	Green	Red	Red	Medium
Native Hawaiian or Pacific Islander	N/A	Red	Orange	Red	Red	Low
White	N/A	Blue	Blue	Blue	Blue	Very High
Two or More Races	N/A	Yellow	Blue	Green	Yellow	Very High

2024 SUHSD Dashboard Results

Student Group	English Learner Progress	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Green	Green	Green	Green	Green
English Learners	Red	Green	Yellow	Orange	Orange	Orange
Long-Term English Learners	Orange	Yellow	Yellow	Red	Orange	Orange
Foster Youth	N/A	Orange	--	--	--	--
Homeless	N/A	Yellow	Yellow	Orange	Orange	Orange
Socioeconomically Disadvantaged	N/A	Green	Yellow	Orange	Orange	Orange
Students with Disabilities	N/A	Green	Orange	Orange	Orange	Orange
African American	N/A	Yellow	Green	Yellow	Yellow	Green
American Indian or Alaska Native	N/A	Green	--	--	--	--
Asian	N/A	Blue	Blue	Green	Blue	Blue
Filipino	N/A	Yellow	Blue	--	--	Blue
Hispanic	N/A	Green	Yellow	Red	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	Blue	Green	--	--	Yellow
White	N/A	Blue	Blue	Blue	Blue	Blue
Two or More Races	N/A	Blue	Yellow	Blue	Blue	Yellow

* For suspension rates, “Very Low” means more students have been suspended and “Very High” means few students have been suspended.

DRAFT

SUHSD 2025-26 LCAP Goals, Actions and Metrics

(Items in red font are proposed changes from 2024-25)

Goal 1:

- The District will improve our English Learners' chronic absenteeism and engagement, well-being, and connection with foundational, focused, and intensive support.
- The District will reduce our African American and Pacific Islander student groups' suspension rates and improve engagement and connection with the educational program.

Goal 1 Alignment with Strategic Plan:

SAFETY, WELL-BEING & CONNECTION

Our students experience a safe and inclusive school culture through trusting relationships and formal supports that nurture their sense of belonging, connection, and growth as a whole person.

Goal 1 Actions:

1. Decrease chronic absenteeism and increase engagement of English Learners by expanding focused and intensive interventions rooted in neuroscience of behavior and motivation as facilitated by bilingual Community Liaisons.

2&3. Reduce suspension rate of students by aligning behavioral interventions with culturally responsive Restorative Practices grounded in CASEL/Transformative Social Emotional Learning competencies and SMCOE Restorative Practice guidelines.

4. Use Student Voice focus groups and student-led research-based activities annually with the identified student groups, implement strategies to improve Belonging.

Goal 1 Metrics:

- Chronic absenteeism rate for English Learners
- Suspension Rates of African American and Pacific Islander students
- SEL student survey reports in *Belonging* for African American, Pacific
- Islander, and English Learners
- School attendance rates
- Chronic absenteeism rate
- High school dropout rate
- Student suspension rate
- Student expulsion rate



Goal 2:

The District will improve the academic performance of student subgroups who score "very low" in ELA and Math, as determined by the California Assessment of Student Performance and Progress (CAASPP) results and indicated on the CA Dashboard.

Goal 2 Alignment with Strategic Plan:

ACADEMIC GROWTH & MASTERY FOR ALL

Our students receive equitable access to high-quality curriculum and supports, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

Goal 2 Actions:

1. Increase effective student use of accommodations and accessibility tools on CAASPP*.
2. Conduct needs assessment regarding proctoring process in order to improve administration and training for proctors.
3. Provide test preparation and practice in needed areas as indicated by CAASPP* results as well as opportunities to become familiar with available universal tools, accommodations and designated supports, which are designed to make the assessments more accessible for all students. .
4. Implement family and student outreach campaign, through feedback from student focus groups and launching a Canvas course, to increase awareness of CAASPP's* importance for students (e.g. CSU Course placement, CA State Seal of Biliteracy, etc.).
5. Support standards-aligned instruction through professional development and curriculum.
6. Conduct needs assessment to support standards-based performance among newly identified student groups.

*California Assessment of Student Performance and Progress



Goal 2 Metrics:

- Distance from Standard on ELA* and Math for students who are in the following subgroups and who were in the "Red" on the CA Dashboard: English Learners Hispanic Pacific Islanders Socioeconomically Disadvantaged Students with Disabilities,
- Percent of Students Tested (Participation Rate) for target subgroups on CAASPP
- EL** Access to CA Standards including ELD*** standards.
    - Proficiency of English Learners on the CAASPP and the ELPAC
    - Participation of Teachers in Professional Development designed to increase knowledge of Designated and Integrated ELD as well as the ELD standards
- Percent of Juniors who are Prepared/Conditionally Prepared on the Early Assessment Program (EAP) as measured by Met/Exceeded Standards on SBAC in ELA*/Math
- California Science Test (CAST) as part of CAASPP
- California Alternate Assessments (CAA) in ELA* and Math

*English Language Arts
**English Language
***English Language Development



Goal 3:

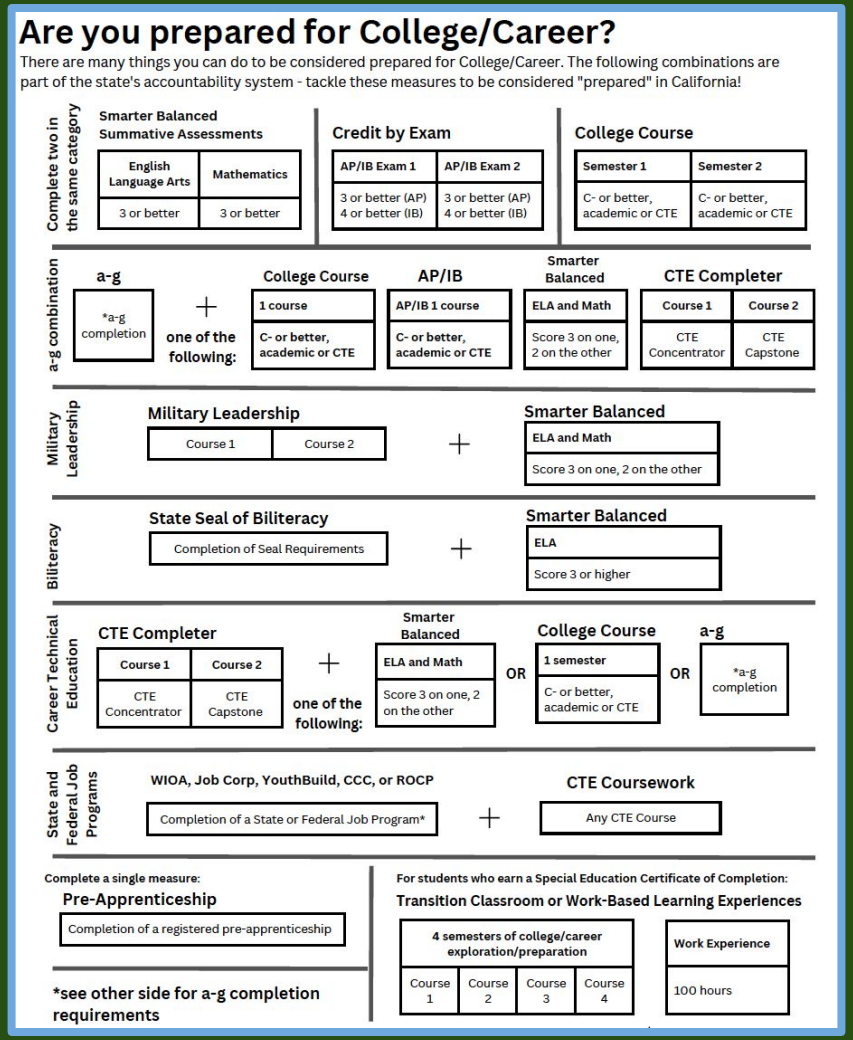
The District will improve the school-level results of student groups scoring “very low” (red) on the College and Career Readiness Indicator and those student groups scoring "very low" (red) on Graduation Rates on the CA Dashboard.

Goal 3 Alignment with Strategic Plan:

READINESS FOR CAREER, COLLEGE & LIFE

Our students graduate from high school empowered with the mindset, knowledge, and skills for success in career, college, and post- secondary transitions of their choice.

CDE State Dashboard College and Career Readiness Indicator:



Goal 3 Actions:

1. Unduplicated Student College and Career (CCR) Data Review
2. Student Data Graduation Review
3. CCR* Program Completion Supports
4. Student Graduation Program Completion Supports
5. Increase 9th and 10th Grade CTE** Participation in order to provide more opportunities for students to complete a CTE** Pathway
6. Deliver Career Interest Inventory & Registration 10th grade Hatching Results lessons
7. Provide summer school credit recovery and enrichment to help ALL students graduate.
8. Prioritize English learners and low income students for enrichment, academic intervention and summer school.

*College and Career Readiness
**Career Technical Education



Goal 3 Metrics:

- Achievement on College and Career Readiness Indicator for student groups: EL*, LTEL**, Hispanic, SED*** and SWD****
- Graduation rates for student groups: EL*, LTEL**, Hispanic, SED*** and SWD****
- AP/IB Course Taking for Graduates and Exams Passed
- AP Exams Passed
- College Career Readiness Indicator
- Staff Survey Results - Understanding of California Technical Education Requirements
- Parent Survey Results - Understanding of A-G Requirements
- Student Survey Results - Confidence of plans after graduation

*English Learner
**Long Term English Learner
***Socio-economically Disadvantaged
****Students with Learning Differences



Goal 4:

~~The district will recruit and retain a highly qualified staff that reflects its student demographics.~~ Strategically recruit and retain a diverse and qualified workforce.

Goal 4 Alignment with Strategic Plan:

ACADEMIC GROWTH & MASTERY FOR ALL

Our students receive equitable access to high- quality curriculum and supports, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

Goal 4 Actions:

1. Recruitment- School and district administration attendance at county and college recruitment fairs. Staff recruitment at universities with high percentage of Black, Latinx, and Asian students.
2. ~~Diversity Outreach- Participation in Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program.~~ (The district's candidate was not selected by the Aspiring Principals of Color Leadership Program to participate in the project). Classified employee participation in the district's Develop Our Own program to earn their teaching credential.
3. Recruitment, and Retention Strategies- Creation of employee union/management committee to develop recruitment and retention strategies for certificated and classified staff.
4. Recruitment and Retention Surveys- Utilization of a survey platform to collect staff responses related to retention and district culture.
5. Consistent unbiased hiring practices and procedures to screen, interview, and select applicants for district positions.
6. Coordinate with the Executive Director of People, Culture, and Collaboration on HR recruitment and retention policies, practices, and procedures.

Goal 4 Metrics:

- Recruitment and retention data of staff demographics and longevity. Analysis indicates that there are less Asian and AfricanAmerican staff members in relation to the number of students.
- Analysis of survey results to identify strengths and areas of growth for staff retention.
- SEL student survey reports in Belonging for African American, Pacific Islander, and English Learners
- Appropriately Assigned Teachers



Goal 5:

The district will continue to increase the number of English Learner students ~~eligible~~ for reclassification and focus on monitoring academic progress for EL* and RFEP** students.

Goal 5 Alignment with Strategic Plan:

ACADEMIC GROWTH & MASTERY FOR ALL

Our students receive equitable access to high-quality curriculum and supports, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

*English Learner

**Redesignated as Fully English Proficient



Goal 5 Actions:

1. Implement the English Learner Reclassification Bulletin.
2. Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities).
3. Collaborate with Feeder Districts to support transition of 9th grade newly reclassified students.
4. Systematize the process for monitoring EL and RFEP students.
5. Articulating the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state.
6. Continued collaboration with SPED and BRTs to support dually classified (EL and SPED) students and to ensure that appropriate supports are embedded and accessible to students.
7. Woodside - English Learner Progress Goal.
8. Redwood - English Learner Progress Goal.

Goal 5 Metrics: .

- Reclassification rate of English Learner Students
- 2 English Learner Progress Indicator (ELPI) on the CA Dashboard
- Add the ELPI to monitor EL progress district wide



Goal 6:

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

Goal 6 Alignment with Strategic Plan:

READINESS FOR CAREER, COLLEGE & LIFE

Our students graduate from high school empowered with the mindset, knowledge, and skills for success in career, college, and post- secondary transitions of their choice.

Goal 6 Actions:

1. Community Liaison- Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for all students.
2. Community Liaison- Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for English LeanerL, Long Term English LearnerL, and Socio0Economically Disadvantaged students.
3. Community Liaison- Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for Hispanic students.
4. Bilingual Resource Teacher- Increase full time equivalent of Bilingual Resource Teacher to further serve EL students and their families.
5. Bilingual Resource Teacher- Increase ull time equivalent to make Bilingual Resource Teacher full time to further serve Hispanic students.
6. After school Hub- Continue the afterschool program to offer additional supports for students to provide academic success towards graduation.
7. Staff Development and Support for Afterschool Hub.
8. Schoolwide Literacy Support - provide onsite literacy coaching and reading classes to further support student achievement/graduation rates

:Goal 6 Metrics

- Graduation rate of all students at Redwood
- Graduation rate of English Learner students
- Graduation rate of Hispanic students
- Graduation rate of Socio-Economically Disadvantaged students
- Parental Involvement and Family Engagement



Thank You