

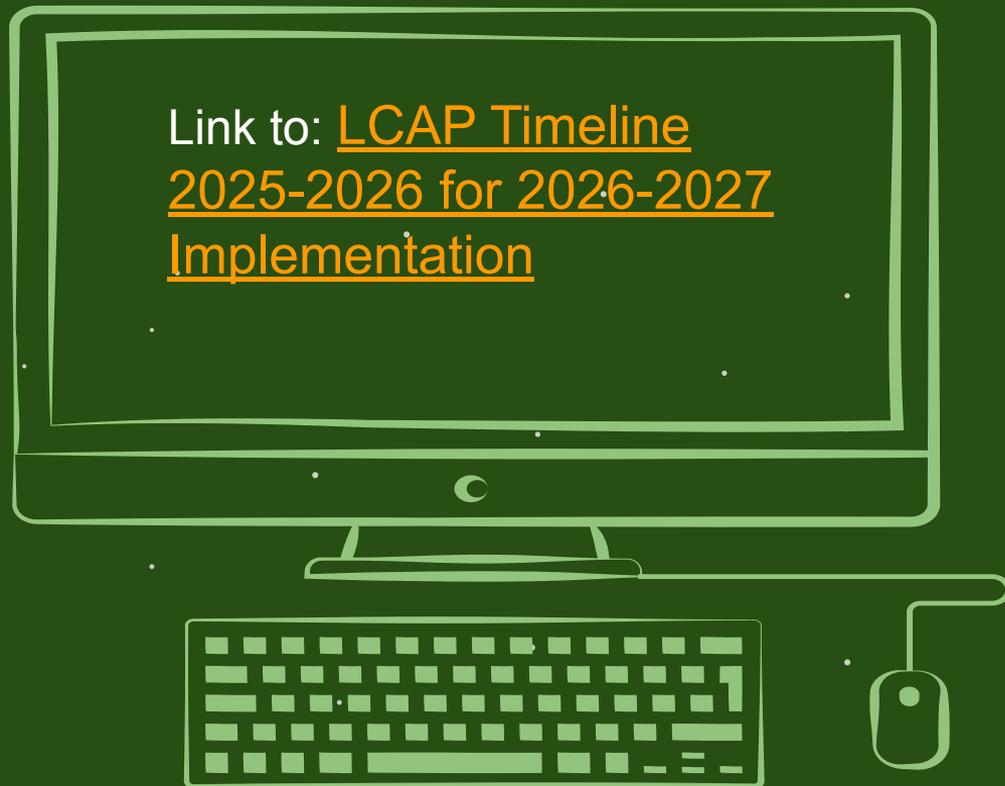
LCAP 2026-27

Draft Goals, Actions
and Metrics

Community Input

LCAP Timeline:

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



Link to: [LCAP Timeline
2025-2026 for 2026-2027
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



2025 ELA Indicator Placement Report

Reporting Year: 2025 ▾

Select a Report: 5x5 English Language Arts Placement Report (Grades 3-8 and 11) ▾

[View Schools Placement Report](#)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+75.0 points or more in Current Year</i>	Green ▪ Asian	Green ▪ White ▪ Two or More Races	Blue (None)	Blue (None)	Blue (None)
HIGH <i>+30.0 to +74.9 points in Current Year</i>	Green (None)	Green ▪ All Students (District Placement)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>0.0 to +29.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>-0.1 to -45.0 points in Current Year</i>	Orange ▪ Black or African American	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ Hispanic or Latino
VERY LOW (LOWEST STATUS) <i>-45.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red ▪ Students with Disabilities	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged	Orange ▪ Long-Term English Learners

2025 SUHSD Math Indicator Placement Report

Reporting Year: Select a Report:

[View Schools Placement Report](#)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
VERY HIGH (HIGHEST STATUS) <i>+25.0 points or more in Current Year</i>	Green ▪ Asian	Green ▪ White	Blue (None)	Blue (None)	Blue ▪ Two or More Races
HIGH <i>0.0 to +24.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>-0.1 to -60 points in Current Year</i>	Yellow (None)	Yellow ▪ All Students (District Placement)	Yellow (None)	Green (None)	Green (None)
LOW <i>-60.1 to -115.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>-115.1 points or fewer in Current Year</i>	Red ▪ Students with Disabilities ▪ Black or African American	Red ▪ Long-Term English Learners	Red (None)	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Hispanic or Latino	Orange (None)

2025 SUHSD EL Progress Indicator Placement Report

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 10.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 2.0 p.pts to 10.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 1.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 2.0 p.pts to 9.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 10.0 p.pts or more)</i>
VERY HIGH <i>65.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH <i>55.0% to 64.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue ▪ Redwood High
MEDIUM <i>45.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>35.0% to 44.9% in Current Year</i>	Red (None)	Orange ▪ Carlmont High	Orange ▪ Menlo-Atherton High	Yellow (None)	Yellow (None)
VERY LOW <i>34.9% or less in Current Year</i>	Red (None)	Red ▪ Woodside High	Red Sequoia Union High (District Placement)	Orange ▪ Sequoia High	Yellow (None)

2025 SUHSD College&Career Indicator Placement Report

Reporting Year: Select a Report:

[View Schools Placement Report](#)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue <ul style="list-style-type: none"> Asian White 	Blue <ul style="list-style-type: none"> Two or More Races 	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> All Students (District Placement) Black or African American 	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> Socioeconomically Disadvantaged Hispanic or Latino 	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> Homeless Students with Disabilities Native Hawaiian or Pacific Islander 	Yellow <ul style="list-style-type: none"> English Learners Long-Term English Learners
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

2025 SUHSD Graduation Rate Placement Report

Reporting Year: 2025 Select a Report: 5x5 Graduation Rate Placement Report (Grades 9-12)

[View Schools Placement Report](#)

[View Detailed Data](#)

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 5.1 p.pts or more)</i>	DECLINED <i>from Prior Year (by 1.0 p.pts to 5.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.9 p.pts or fewer)</i>	INCREASED <i>from Prior Year (by 1.0 p.pts to 4.9 p.pts)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 5.0 p.pts or more)</i>
VERY HIGH (HIGHEST STATUS) <i>95.0% or greater in Current Year</i>	Gray (N/A)	Blue (None)	Blue <ul style="list-style-type: none"> Asian White 	Blue <ul style="list-style-type: none"> Two or More Races 	Blue (None)
HIGH <i>90.5% to 94.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM <i>80.0% to 90.4% in Current Year</i>	Orange (None)	Orange <ul style="list-style-type: none"> Socioeconomically Disadvantaged Black or African American Native Hawaiian or Pacific Islander 	Yellow <ul style="list-style-type: none"> All Students (District Placement) Hispanic or Latino 	Green <ul style="list-style-type: none"> Students with Disabilities 	Green (None)
LOW <i>68.0% to 79.9% in Current Year</i>	Red (None)	Orange <ul style="list-style-type: none"> English Learners Long-Term English Learners 	Orange <ul style="list-style-type: none"> Homeless 	Yellow (None)	Yellow (None)
VERY LOW (LOWEST STATUS) <i>67.9% or less in Current Year</i>	Red (None)	Red (None)	Red (None)	Red (None)	Red (None)

2025 SUHSD Suspension Rate Placement Report

Suspension Rate (High School District) Indicator - Student Group Five-by-Five Placement

Reporting Year: Select a Report:

[View Schools Placement Report](#)

[View Detailed Data](#)

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>
VERY LOW <i>1.5% or less in Current Year</i>	Gray (N/A)	Green (None)	Blue <ul style="list-style-type: none"> Asian White 	Blue <ul style="list-style-type: none"> Filipino 	Blue (None)
LOW <i>1.6% to 3.5% in Current Year</i>	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> All Students (District Placement) Two or More Races 	Green <ul style="list-style-type: none"> American Indian or Alaska Native 	Blue (None)
MEDIUM <i>3.6% to 6.0% in Current Year</i>	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> English Learners Socioeconomically Disadvantaged Students with Disabilities Hispanic or Latino 	Green (None)	Green (None)
HIGH <i>6.1% to 9.0% in Current Year</i>	Red <ul style="list-style-type: none"> Native Hawaiian or Pacific Islander 	Orange <ul style="list-style-type: none"> Long-Term English Learners 	Orange <ul style="list-style-type: none"> Homeless 	Yellow (None)	Yellow (None)
VERY HIGH <i>9.1% or greater in Current Year</i>	Red (None)	Red <ul style="list-style-type: none"> Black or African American 	Red (None)	Orange <ul style="list-style-type: none"> Foster Youth 	Yellow (None)

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

DRAFT

**SUHSD 2026-27
LCAP Goals, Actions
and Metrics**

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:

- 1.1 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.
- 1.2/1.3 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.
- 1.4 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 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:

- 2.1: Increase effective student use of accommodations and accessibility tools on CAASPP.
- 2.2: Conduct needs assessment regarding proctoring process in order to improve administration and training for proctors
- 2.3: 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.
- 2.4 Implement family and student outreach campaign...to increase awareness of CAASPP's importance for students.
- 2.5 Support standards-aligned instruction through professional development and curriculum.



Goal 2 Action 1

2.1: Increase effective student use of accommodations and accessibility tools on CAASPP.

- Create student-facing training materials on accessing designated supports and online tools (Action complete, sunsetted)
- Provide training to case managers, BRTs and other proctors on designated supports and online tools and on the student-facing training materials.
- Provide practice to students in the use of these tools, particularly these student groups who performed in the Red on the 2025 Dashboard in the Academic indicators of Math and/or English: LTEL, SWD, AA, EL, SED
- Conduct interviews/focus groups with District AA students about CAASPP test preparation



Goal 2 Action 2:

2.2: Conduct needs assessment regarding proctoring process in order to improve administration and training for proctors

Annual Staff Survey administered in February 2026 to be evaluated, new questions were added to address this action.



Goal 2 Actions 3:

2.3: 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.

- Design standards-aligned data debrief across district
- Conduct facilitated professional development minimum day analysis of standards performance
- Expand use of student-facing training materials for test-taking strategies to be used in English, Math and Science classes.



Goal 2 Actions 4:

2.3: Expand family and student outreach campaign through feedback and student focus groups

- Develop print and electronic communications in English and Spanish to share CAASPP's importance for students.
- Identify in-person opportunities such as ELAC meetings, PTSA meetings, and Parent Advisory Council meetings to discuss CAASPP with parents and caregivers.
- Develop presentation materials to share with community.



Goal 2 Action 5:

2.5 Support standards-aligned instruction through professional development and curriculum.

- Offer Constructing Meaning professional development and coaching to support English Learners
- Offer PD on evidence-based instructional practices and standards-aligned instruction
- Provide facilitated common planning time for 9th - 11th ELA teachers, focusing on students scoring very low on ELA CAASPP
- Provide facilitated common planning time for grade-level and below 9th - 11th math teachers on students scoring very low on math CAASPP
- Provide facilitated common planning time for grade-level and below 9th - 11th science teachers on students scoring very low on CAST
- Facilitate curriculum development for Emerging Multilingual Learners' (EML) math, social science, and science



Goal 2 Metrics:

- Distance from Standard (ELA, Math and Science)
- CAASPP Participation Rates
- Implementation of ELD Standards
- Juniors prepared for Early Assessment Program (Meeting or Exceeding on SBAC ELA/Math)
- CAST Proficiency (Science)
- CAA Proficiency (ELA/Math - Alternate Special Education assessment)



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:

Are you prepared for College/Career?

There are many things you can do to be considered prepared for College/Career. The following combinations are part of the state's accountability system - tackle these measures to be considered "prepared" in California!

Complete two in the same category	Smarter Balanced Summative Assessments		Credit by Exam		College Course	
	English Language Arts	Mathematics	AP/IB Exam 1	AP/IB Exam 2	Semester 1	Semester 2
	3 or better	3 or better	3 or better (AP) 4 or better (IB)	3 or better (AP) 4 or better (IB)	C- or better, academic or CTE	C- or better, academic or CTE

a-g combination	a-g	+	College Course	AP/IB	Smarter Balanced	CTE Completer	
	*a-g completion	one of the following:	1 course C- or better, academic or CTE	AP/IB 1 course C- or better, academic or CTE	ELA and Math Score 3 on one, 2 on the other	Course 1 CTE Concentrator	Course 2 CTE Capstone
Military Leadership			Course 1 Course 2	+	Smarter Balanced ELA and Math Score 3 on one, 2 on the other		
Biliteracy			Completion of Seal Requirements	+	Smarter Balanced ELA Score 3 or higher		
Career Technical Education	CTE Completer		+	Smarter Balanced	OR	College Course	a-g
	Course 1 CTE Concentrator	Course 2 CTE Capstone	one of the following:	ELA and Math Score 3 on one, 2 on the other	OR	1 semester C- or better, academic or CTE	*a-g completion
State and Federal Job Programs	WIOA, Job Corp, YouthBuild, CCC, or ROCP			+	CTE Coursework		
	Completion of a State or Federal Job Program*				Any CTE Course		
Complete a single measure:	Pre-Apprenticeship			For students who earn a Special Education Certificate of Completion:			
	Completion of a registered pre-apprenticeship			Transition Classroom or Work-Based Learning Experiences			
				4 semesters of college/career exploration/preparation		Work Experience	
	Course 1	Course 2	Course 3	Course 4	100 hours		

*see other side for a-g completion requirements

Goal 3 Actions:

1. Unduplicated Student CCR Data Review
2. Student Data Graduation Review
3. College Career Readiness (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.



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 CTE Requirements
- Parent Survey Results - Understanding of A-G Requirements
- Student Survey Results - Confidence of plans after graduation



Goal 4:

The District will 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 Action 1: Recruitment

4.1: School and district administration attendance at county and college recruitment fairs. Staff recruitment at universities with high percentage of BIPOC students looking for positions in school districts.

- SMCOE recruitment fair March 14, 2026
- Cal State East Bay Educator Job Fair spring, 2026
- Developing Our Own Cohort VIII - two semesters down!
- Utilization of recruitment platforms/organization publications outside of EdJoin: Indeed, ACSA, CASBO, and CalSPRA.



Goal 4 Action 2: Diversity Outreach

4.2 Develop a partnership with ~~Loyola Marymount University's Diversity in Leadership Program's Aspiring Principals of Color Program~~ REACH University's college diploma, teaching credential and leadership programs



Goal 4 Action 3: Recruitment and Retention Strategies

4.3 Creation of employee union/management committee to develop recruitment and retention strategies for certificated and classified staff

- Created group identifies next steps for recruitment and retention
- Strategies identified are implemented



Goal 4 Action 4: Recruitment and Retention Surveys

4..4 Utilization of a survey platform to collect staff responses related to retention and district culture

- Survey results are reviewed and data used to inform strategies and implementation of practices to support retention and a positive district culture.



Goal 4 Metrics:

- Retention Rate of Certificated Staff
- Analysis of January staff survey results to identify staff retention.
- Representative diverse staff as it relates to the diversity of the students enrolled
- Appropriately Assigned Teachers



Goal 5:

The district will continue to increase the number of English Learner students 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.



Goal 5 Actions:

1. Implement 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 Partner Districts to support transition of 9th grade newly reclassified students
4. Systematize the process for monitoring EL and RFEP students
5. Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state
6. Continue collaboration with SPED and BRTs to support dually classified 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 Actions - updates

1. Implement English Learner Reclassification Bulletin

- a. This action is fully implemented - This policy provides guidelines and procedures for reclassifying English Learners (ELs), including ELs with disabilities, based on current California Department of Education (CDE) guidelines
- b. 123 English Learners Reclassified in 24-25, 123/1224 (10.1%)
- c. In addition, we continue with the Get RFEP course on Canvas
- d. Continue to improve on our ELPAC Participation Rate
- e. Annual Board Recognition Ceremony, medals and certificates

2. Finalize a new Bulletin to document the process for reclassifying Dually Classified students (e.g. English Learner Students with Disabilities)

- a. Partially Implemented
- b. 2024-25 - ELPAC Proficiency (Reported Disabilities/Dually Classified): 12.1%
- c. Continued collaboration with the SPED/EL Department is leading to alignment of systems and practices to reclassify students who are eligible.



Goal 5 Actions - updates

3. Collaborate with Partner Districts to support transition of 9th grade newly reclassified students

- a. Ongoing Implementation
- b. As part of the Stanford-Sequoia Collaborative, a continual effort has been placed on identifying a common local criteria across our 9 districts to support reclassifying students before entering SUHSD.
- c. In addition, we continue to work on our Schoolytics dashboards to share data with our feeder districts to help them better understand the impact of reclassifying before high school.

4. Systematize the process for monitoring EL and RFEP students

- a. Ongoing Implementation
- b. This bulletin streamlines the procedures for monitoring the academic progress of English Learners and Reclassification of Fluent English Proficient (RFEP) students.
- c. We have replaced Panorama with Schoolytics MTSS Dashboard that monitors students access to support services. In addition, we have expanded the use of our internal dashboards to include attendance, behavior and have started to train teachers to use the dashboards to better understand their students needs.
- d. BRTs work with school staff to ensure students benefit from academic resources at their school, and set up parent meetings when needed



Goal 5 Actions - updates

5. Articulate the reclassification process for students who qualify for the alternate ELPAC to meet the requirements of the state

- a. Partially Implemented
- b. The process is outlined in the Reclassification bulletin (Action 5.2) aligned to the "California Practitioners' Guide for Educating English Learners with Disabilities" to support students who have moderate to severe disabilities and qualify for the Alternate ELPAC
- c. Students who qualify for reclassification with a Level 3 on the Alternate ELPAC (Pathway 2)
 - i. Participation: 21 out of 28 EL Students tested on the Alternate ELPAC
 - ii. Performance: 14.3% (3/21) of those tested attained a Level 3
- d. We continue to train new case managers and support the SPED staff to administer the Alternate ELPAC and procedures for reclassifying students with Pathway 3.

6. Continue collaboration with SPED and BRTs to support dually classified students and to ensure that appropriate supports are embedded and accessible to students

- a. Partially Implemented
- b. Building capacity among IEP teams to identify our dually classified English Learners and establish appropriate accommodations/domain exemptions on ELPAC and CAASPP to support them demonstrating proficiency in class and on the state tests.
- c. We have created training slides for case managers, BRTs, EML Math and Science teachers to review accommodations, help students complete practice quizzes utilizing the accommodations available on state assessments, to practice the designated supports that are assigned specifically to EML students who qualify.
- d. SPED Teams continue training with our SPED TOSA and the BRTs to communicate about the requirements for Domain Exemptions in order to support students Reclassification process with Pathway 2

Goal 5 Actions - updates

7. Woodside - English Learner Progress Goal

- a. Implementation Level: Planned
- b. In looking at the CA Dashboard, ELPI for Woodside, we have reduced the percentage of students "decreasing at least one level on the ELPAC" from 15% to 8% in the last three years
- c. We have reduced the percentage of students staying at level 4 from 4.6% to less than 1% in the last couple of years.
- d. The area of growth opportunity is to increase the number of students progressing at least one level on the ELPAC for levels 1, 2, and 3 across our newcomer and LTEL levels.
- e. Deepen our understanding of which EL populations are struggling to progress one level through our analytics tools and conduct focus groups and targeted assessment practice and intervention.

8. Redwood - English Learner Progress Goal

- a. Partially Implemented
- b. It is clear that the funding of a full time BRT position at Redwood has made a significant impact on the Reclassification rates of our English Learners and the performance of our EL students at Redwood. The percent of students tested and making progress both had substantial gains due to the change in staffing to support these students.
- c. All EL: 60.8% of all English Learners are making progress on the Summative ELPAC
- d. LTEL: 60.8% of the LTEL students are making progress on the Summative ELPAC
- e. All EL: 60.8% progressed at least one ELPI level.



Goal 5 Metrics:

- Reclassification rate of English Learner Students
- English Learner Progress Indicator on the CA Dashboard
- Parent and Staff Survey Results - Understanding of the Reclassification process
- English Learner Graduation Rate
- English Learner Graduate A-G Completion Rate
- English Learner Graduate CTE Completion Rate
- Students who qualify for reclassification with a Level 3 on the Alternate ELPAC (Pathway 2)
- Summative ELPAC Results of Dually Classified Students (Pathway 1 or 3)
- English Learner Progress Indicator (Woodside)
- English Learner Progress Indicator (Redwood)



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:

- Retain the Community Liaison Position to support improved attendance rates, leading to improved graduation rates for all students.
- Maintain FTE of Bilingual Resource Teacher to further serve EL and Hispanic students and their families.
- Support the Redwood afterschool program to offer additional supports for students to provide academic success towards graduation.
- Maintain Intervention Counselor to better support students and the Hub.
- Provide literacy coaching and reading class

Goal 6 Metrics:

- Graduation Rates for all students and subgroups
- Attendance Rates for all students and subgroups
- Reclassification Rates for EL students





Thank You