LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: EAST SIDE UNION HIGH SCHOOL DISTRICT

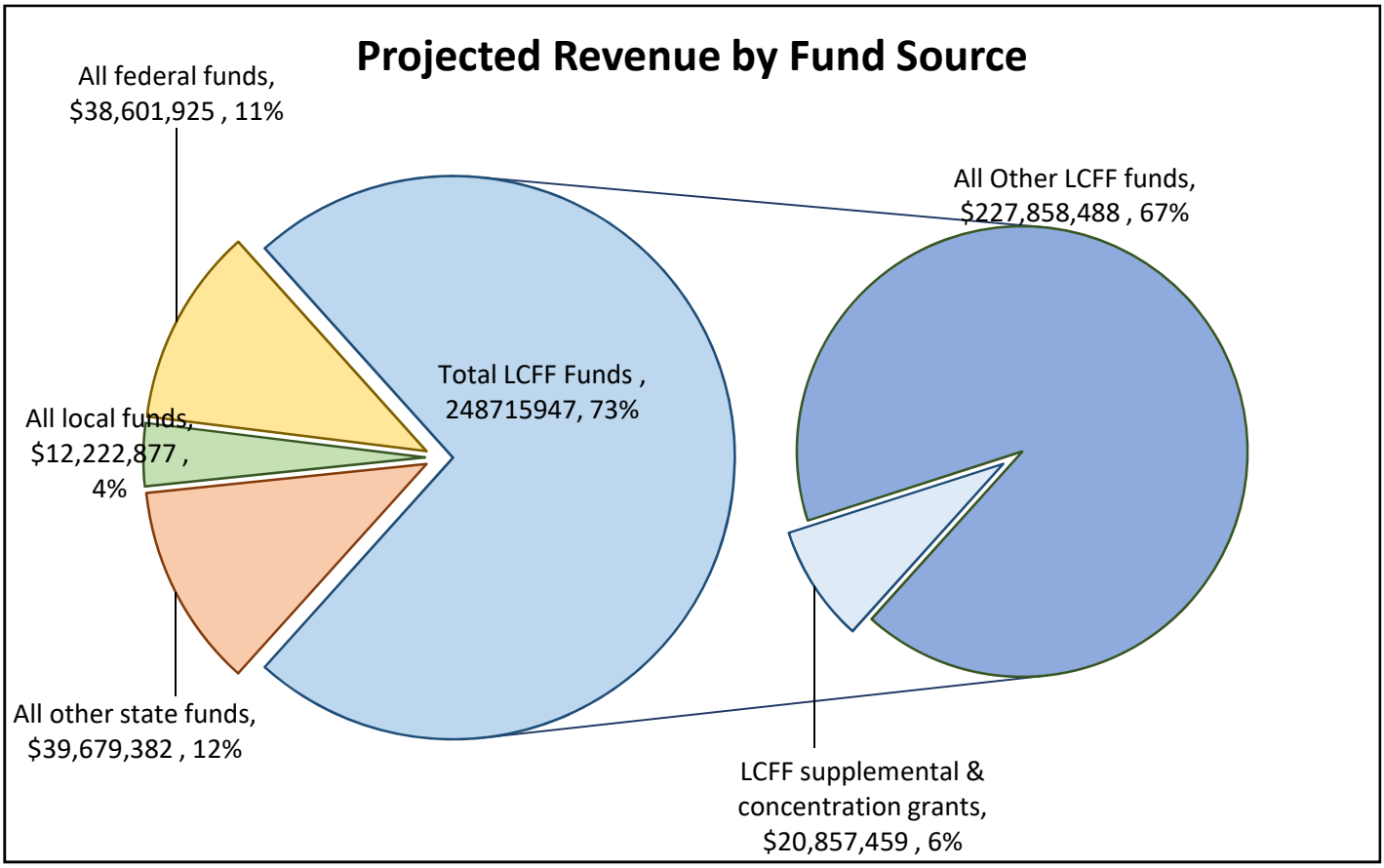
CDS Code: 43 69427 0000000

School Year: 2021 – 22

LEA contact information: Glenn Vanderzee (408) 347-5010 vanderzeeg@esuhsd.org

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

Budget Overview for the 2021 – 22 School Year

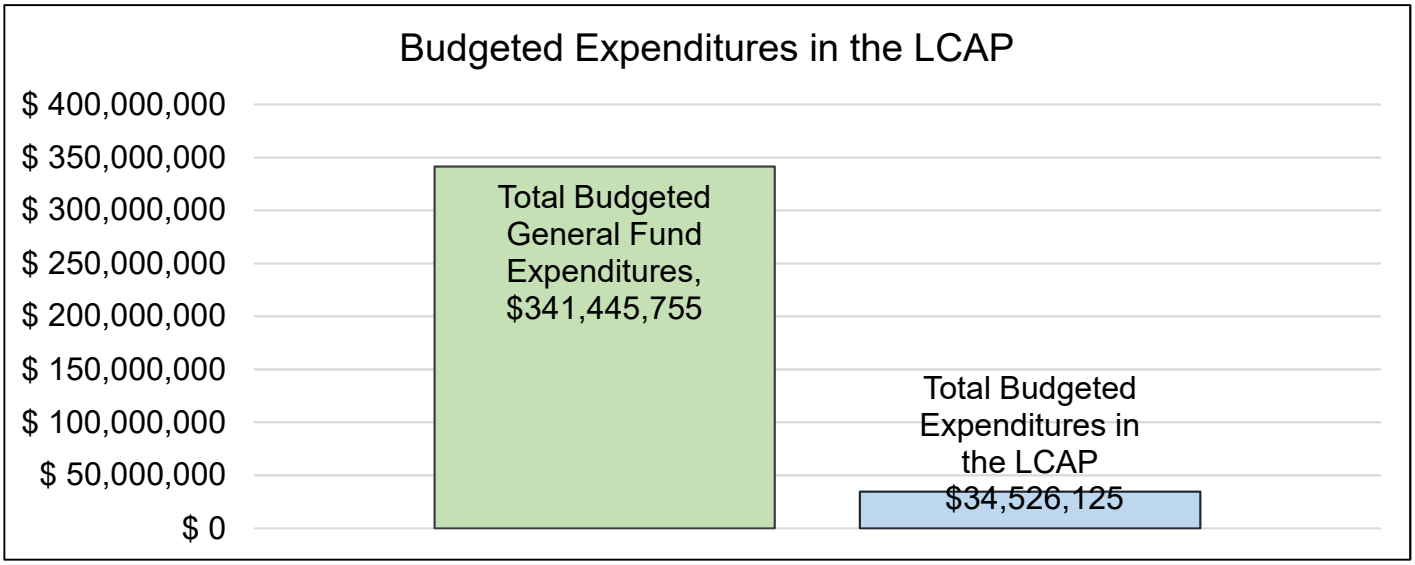


This chart shows the total general purpose revenue EAST SIDE UNION HIGH SCHOOL DISTRICT expects to receive in the coming year from all sources.

The total revenue projected for EAST SIDE UNION HIGH SCHOOL DISTRICT is $339,220,131.00, of which $248,715,947.00 is Local Control Funding Formula (LCFF), $39,679,382.00 is other state funds, $12,222,877.00 is local funds, and $38,601,925.00 is federal funds. Of the $248,715,947.00 in LCFF Funds, $20,857,459.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much EAST SIDE UNION HIGH SCHOOL DISTRICT plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

EAST SIDE UNION HIGH SCHOOL DISTRICT plans to spend $341,445,755.00 for the 2021 – 22 school year. Of that amount, $34,526,125.00 is tied to actions/services in the LCAP and $306,919,630.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

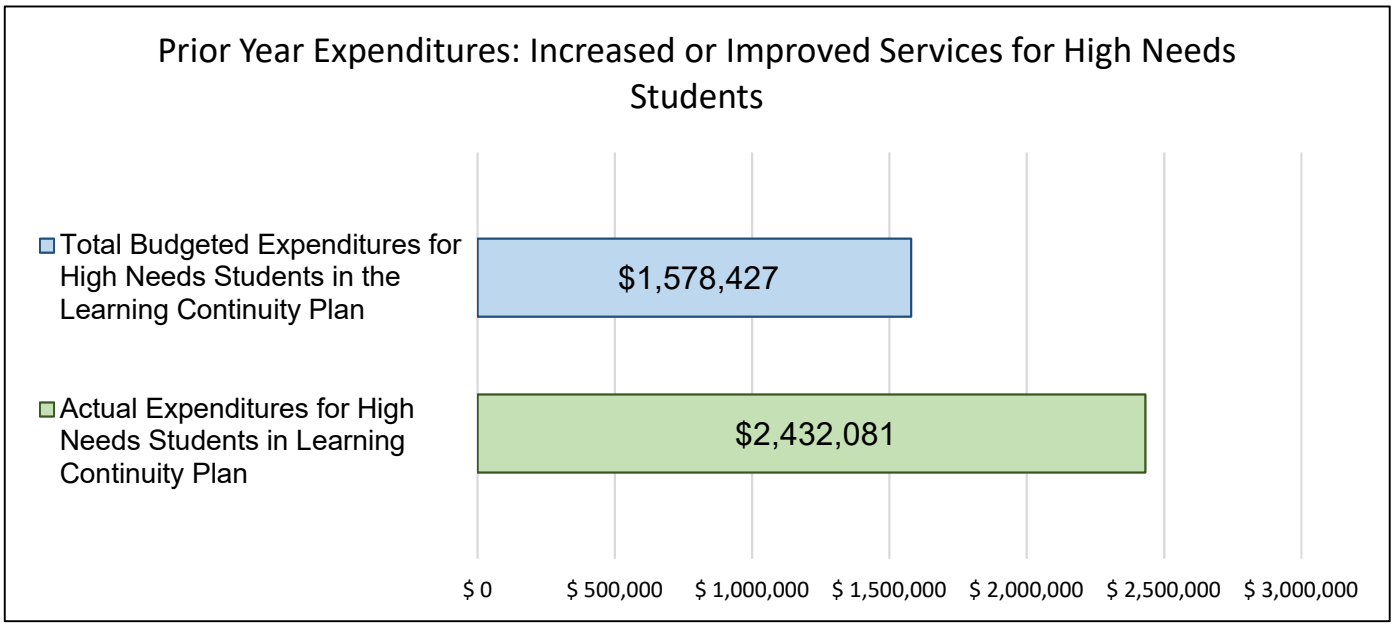
The LCAP was created through the lens of services principally directed toward improved and increased services for Foster Youth, English Learners, Students with Disabilities, and Low-income students. Although general fund expenditures are not specifically listed in the LCAP, the services provided using general fund, in particular, teacher, classified staff, and administrative salaried and benefits are key in providing services to all students including FY, ELL, and Low-income.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, EAST SIDE UNION HIGH SCHOOL DISTRICT is projecting it will receive $20,857,459.00 based on the enrollment of foster youth, English learner, and low-income students. EAST SIDE UNION HIGH SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. EAST SIDE UNION HIGH SCHOOL DISTRICT plans to spend $23,233,786.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what EAST SIDE UNION HIGH SCHOOL DISTRICT budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what EAST SIDE UNION HIGH SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, EAST SIDE UNION HIGH SCHOOL DISTRICT's Learning Continuity Plan budgeted $1,578,427.00 for planned actions to increase or improve services for high needs students. EAST SIDE UNION HIGH SCHOOL DISTRICT actually spent $2,432,081.00 for actions to increase or improve services for high needs students in 2020 – 21.

Local Control and Accountability Plan

East Side Union High School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Side Union High School District	Teresa Marquez Associate Superintendent	marquezt@esuhsd.org 404-347-5170

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

East Side Union High School District is comprised of 11 traditional, 1 alternative, and 4 continuation high schools in East San Jose, North San Jose, Alum Rock, and Evergreen neighborhoods. ESUHSD's 22,573 students are 44.4% Hispanic/Latinx, 45% Asian, 5% White, and 2% African American. 49.4% of the district's students come from socio-economically disadvantaged families, 16% are English Language Learners, and we have 0.2% foster youth. It is important to note that within our 16% English Learner population, about 62% are Long-term English Language Learners. Additionally, 68% of our student population speaks a language other than English.

Our comprehensive high schools are Andrew Hill, Evergreen Valley, Independence, James Lick, Mt. Pleasant, Oak Grove, Piedmont Hills, Santa Teresa, Silver Creek, Wm. C Overfelt, and Yerba Buena. Our alternative school is Calero and our 4 continuation schools are Foothill, Apollo, Pegasus, and Phoenix. Student enrollment across our 11 comprehensive high schools ranges from as low as 980 at James Lick High School to as high as 2978 at Evergreen Valley High School. Eight of the eleven comprehensive high schools are designated Title I schools (only Piedmont Hills, Santa Teresa, and Evergreen are not) with socioeconomically disadvantaged rates ranging from 80% at Wm. C Overfelt to 43.3% at Silver Creek.

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

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

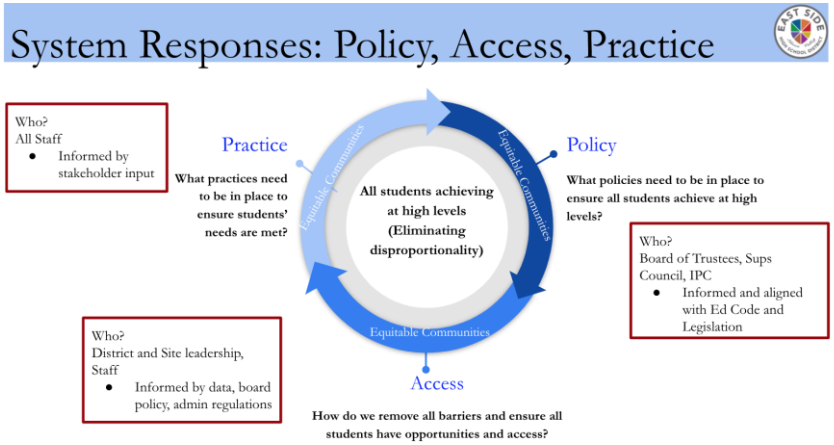
-**strengths** and areas of **growth for all students are known and supported**

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

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

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

As a district, the work to ensure equity is grounded in how we respond as a system; therefore, the goals and actions contained within this plan describe how we will respond as a system in addressing the academic, social-emotional, and wellness needs of all our students. Our system's approach and response is anchored in the areas of policy, access, and practice as described in the graphic below.



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

-**Every student receives what he or she needs** to thrive socially, emotionally, and academically

-We remove the predictability of success or failure based on social, racial, cultural, or economic factors; eliminating the opportunity and achievement gaps

-We interrupt inequitable practices and biases thus **creating inclusive and just conditions in our schools**

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a result of the pandemic there was no dashboard data available to review. However, a review of our local data demonstrates growth in our graduation and A-G completion rates for our subgroups. Additionally, we continue to make progress in decreasing our suspension rates as well as our chronic absenteeism rates. Another area of success is with the graduation rates and A-G completion rates of our students who we have identified within our cohort, meaning they started at one of our schools on day one of their 9th grade year and remained with us through their senior year. These cohort students have a graduation rate of 95.9% and an A-G completion rate of 57.7%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As a district we continue to struggle with high achievement for all students. Our data clearly indicates that we have disproportionate outcomes for various student subgroups: African American, Hispanic/Latinx, English Learners, Foster Youth, and Students with Disabilities. In particular, a review of our Key Performance Measures shows that our graduation and A-G completion rates are amongst the lowest for our Foster Youth and our Students with Disabilities. In addition, a review of our 2019 CA Dashboard data shows the following subgroups two or more levels below the overall district's status in the key indicators (blue status is the highest status followed by green, yellow, orange, and red being the lowest status):

ELA Academic Achievement	Math Academic Achievement	Graduation Rate	Suspension Rate	College and Career Readiness
All students = green status • Homeless youth = red status • English Learners = orange status • Students with disabilities = orange status • Hispanic/Latinx = orange status	All students = green status • English Learners = red status • Homeless youth = red status • Students with disabilities = orange status	All students = green status • Foster youth = red status • Homeless youth = red status • African-American = orange status	All students = green status • Foster youth = orange status • Homeless youth = orange status • Students with disabilities = orange status	All students = yellow status • Foster youth = red status • Students with disabilities = red status • English Learners = orange status • Hispanic/Latinx = orange status

Thus, as we approach a new school year and emerge from over a year of distance learning, it becomes imperative to focus our efforts on improving the outcomes for all our students, and in particular, our most-at-need students by working systematically to implement MTSS Tier 1 instruction and interventions at all of our high schools. Additionally, we are confident that focusing our efforts on the placement of our Students with Disabilities in the Least Restrictive Environment (LRE) based on their Individualized Education Program (IEP) upon transition from middle school to high school, will lead to increased access and improved academic and behavioral outcomes.

As a district, we also recognize that returning to in-person instruction in the fall will require us to hone in on building positive relationships and addressing the social-emotional and mental health needs of our students so that they are able to thrive academically.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

East Side Union High School District's plan is grounded in building equitable communities through the implementation of Multi-Tiered Systems of Support (MTSS). Our data and the stakeholder input collected clearly demonstrate a need to focus on the whole child through instruction, academic support and intervention including counseling, and behavioral support specifically focused on social-emotional and mental health wellbeing. To this end, our goals are not only aligned to the expected CA Dashboard data indicators but also in alignment with the measures that will provide evidence of successful MTSS implementation.

Goal Focus Area	Goal
Goal 1: College and Career Readiness	Provide high quality instruction, learning opportunities, as well as academic and social-emotional guidance and support through Multi-Tiered Systems of Support (MTSS) to prepare every student to graduate ready for college and career.
Goal 2: Graduation Rate	Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress towards high school graduation.
Goal 3: Achievement of English Language Learners	Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.
Goal 4: Behavior Responses	Establish and sustain healthy school cultures through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment thus decreasing the number of student discipline referrals as well as suspensions and expulsions.
Goal 5: Attendance and Chronic Absenteeism	Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance in school.

The actions listed in the plan are intended to provide services to all of our students with a focus and emphasis on our English Learners, Foster Youth, Low-Income students, Students with Disabilities, and racial/ethnic subgroups showing disproportionate outcomes. In particular, the actions listed focus on providing services in the three main domains within MTSS: Academic, Behavioral, and Social-Emotional.

MTSS is a comprehensive **framework** that focuses on:

-Instruction, Behavior, and Wellness (Whole Child)

-Differentiated student-centered learning

-Individualized student needs

-The alignment of systems necessary for all students to achieve academic, behavioral and social success

MTSS aligns the various components within a district including family and community engagement, administrative leadership, an integrated education framework, and inclusive policy and practice.

Our focus on MTSS is aligned with the direction of the California Department of Education who believes that "by embracing the Whole Child approach to teaching and learning, grounded in Universal Design for Learning (UDL), and Culturally Responsive Teaching (CRT), and utilizing Implementation Science and Improvement Science for continuous improvement, the California MTSS framework lays the foundation for the statewide system of support."

It is important to note that the goals and actions listed throughout this plan are all interconnected given our system approach, and although an action item may be listed directly under one goal, we expect for the action to impact the other goals as well. It is also crucial to recognize that, although the goals and actions are principally directed toward meeting the needs of our Foster Youth, English Learners, and Low-income students, there is intersectionality with race and ethnicity. Thus, as we look to improve the outcomes of the target subgroups we are indeed very aware of the connection and impact to our outcomes when disaggregated by race and ethnicity.

Additionally, we have ensured we are addressing the eight state priorities as required by the LCAP process:

Priority 1: Basic Services

Priority 2: State Standards

Priority 3: Parental Engagement

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

Comprehensive Support and Improvement

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

Schools Identified

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

The schools within our district that are eligible for comprehensive support and improvement are Calero, Foothill, and Phoenix. Calero is our alternative school site, Foothill is the largest of the four continuation schools, and Phoenix is the smallest of our continuation schools.

Support for Identified Schools

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

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

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

Monitoring and Evaluating Effectiveness

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Our process to gather information and seek feedback from stakeholders regarding the LCAP was comprehensive and thorough. The chart below outlines all of the outreach that was done to gather input.

In addition, ESUHSD surveyed our stakeholder groups (parents, students, teachers and staff) in three languages. We surveyed them with two purposes in mind: 1) gather input and feedback on how to address the needs of our students and 2) gather input and feedback on their level of satisfaction with our current efforts.

During the months of February and March, we held multiple forums with our various stakeholder groups in the three main languages spoken at ESUHSD, English, Vietnamese, and Spanish. The purpose of the forums was to provide information on the requirements of the LCAP process and to share our most up to date key performance measures as well as allow for our stakeholders to provide input and pose questions. Additionally, we met with our DAC/DELAC advisory committee, student representatives from Californians for Justice, administrators from each of our school sites, and leadership teams from both of our bargaining units to gather feedback and input.

Group / Type of Session	Dates and Times	Purpose
Sessions for Community including Parents	February 23, 2021 5:30pm February 24, 2021 10am, 12pm, 5:30pm February 25, 2021 12:30pm, 4pm, 5:30pm February 27, 2021 10am, 11:30am, 1pm	Provide information about the LCAP, share current key performance measures, and gather input
Site specific sessions as part of Coffee with the Principal	March 4, 2021 9am March 5, 2021 5:30pm March 10, 2021 10am March 10, 2021 12pm	
Session for Administrators	March 1, 2021	
Sessions for Certificated Staff	March 1, 2021 5:30pm March 3, 2021 4pm	
Sessions for Classified Staff	March 2, 2021 5:15pm March 3, 2021 3pm	
Sessions for CSEA leadership	March 10, 2021 6pm March 16, 2021 5:30pm	
Session for DAC/DELAC	March 2, 2021 3:45pm	
Sessions for Students	March 16, 2021 4pm March 17, 2021 10am, 12:30pm March 19, 2021 2:30pm	

The sessions were conducted via zoom which allowed for greater participation. During the sessions, stakeholders provided feedback using a graphic organizer with the following prompt: How do we ensure our system responses are prioritized with funding and resources including the LCAP supplemental funding ($20M) allocated for our target populations (Foster Youth, ELL, Low-Income) to improve student outcomes: **Graduation, College and Career Readiness, Suspension, Attendance, ELL Achievement** ? Stakeholders also provided feedback via a survey which included the following questions:

-**Rating of services in regards to level of importance**: Academic Counseling, Social Emotional and Mental Health support, Professional Development for staff on building positive relationships with students and their families, Professional Development for staff on providing interventions for academic support, Maintain class sizes, Parent communication and engagement, Library Services, Academic support in students' primary language, Professional Development on lesson planning to support all learners, Translation services provided at each school site, Professional Development for staff on personal bias and prejudice in schools.

-What other services should the LCAP support to improve learning outcomes for all students and in particular our Foster Youth, English Learners, and Low-Income students?

We received 2447 total survey responses from the various stakeholders.

We also consulted with our local SELPA on the needs of our Students with Disabilities. We reviewed the LCAP plan and identified the areas aligned with our Special Education Plan (SEP) and our Comprehensive Coordinated Early Intervening Services (CCEIS) Plan.

A summary of the feedback provided by specific stakeholder groups.

The feedback gathered from the various stakeholders both through the virtual sessions and the survey responses indicated that the two areas of greatest need and importance were in academic counseling and social-emotional and mental health support. Students, parents, and staff were in alignment with a need to provide services and support to students for academic planning as well as social-emotional and mental health well-being.

Additionally, students listed parent involvement in decision-making and plan development as the most important form of parent engagement. Both parents and staff listed communication with teachers and counselors as the most valued form of parent involvement.

Other input and feedback collected pointed to a need for targeted support for our English Language Learners including tutoring, primary language support, and professional development for teachers in strategies to support ELL students.

Additional focus areas that surfaced from the input gathered included learning options for students needing to recover credits at the 9th and 10th grades, support for our students enrolled in our continuation schools, and providing academic and behavioral interventions in a timely manner before the student fails.

The chart below captures some of the key feedback provided:

Question	Staff Responses	Student Responses	Parent Responses
What form of parental engagement should be improved? (Top 3 responses listed)	Parent communication with teachers and counselors Parent access to progress and attendance monitoring tools Parent involvement in career and college planning for their students	Parent Involvement in school decision making and plan development Parent communication with teachers and counselors Parent involvement in career and college planning for their students	Parent communication with teachers and counselors Parent involvement in career and college planning for their students Parent access to progress and attendance monitoring tools
Most important services to provide (Top 2 responses listed)	Social-emotional and mental health support Academic Counseling	Social-emotional and mental health support Academic Counseling	Social-emotional and mental health support Academic Counseling
Other key feedback and input (Most common responses listed)	Added support and resources for our continuation schools Targeted counseling and/or case management for Foster Youth and English Language Learners Interventions at the 9th grade and 10th grade Primary language support for EL students and parents Professional development for staff: • Trauma-informed practices • Working with SWDs and ELLs	Overall student social-emotional, mental health, and wellness support Access to academic counseling Credit recovery options including summer school and online courses Tutoring support	Timely academic interventions for students Tutoring support for students Improved communication and relationships with schools and districts

Additionally, after consultation with our local SELPA we identified the alignment between the actions listed throughout the plan and the key elements within the Special Education Plan (SEP). In particular, we identified the need to focus on the least restrictive environment, Math and ELA achievement, and suspension rates for our Students with Disabilities.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the LCAP have been influenced by stakeholder input. The goals and actions listed throughout the plan were created as a result of the data and input collected from our various stakeholder groups. In particular, the actions in Goals 1 College and Career Readiness, Goal 2 Graduation Rate, and Goal 4

Behavior Responses related to academic counseling and social-emotional and mental health wellbeing were directly influenced by the feedback gathered through both the forums and the survey. The actions related to the improvement of English Language Learners in goal 3 were created as a result of the feedback provided by the various stakeholders, particularly, the members of the DAC/DELAC advisory committee. Additionally, the actions listed to specifically address the needs of our Students with Disabilities were created with input from our local SELPA through the resources they provided to ensure alignment with our SEP and CCEIS plans.

Goals and Actions

Goal 1: College and Career Readiness

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Status and Change as measured by the CA Dashboard	2019 CA Dashboard Indicators: All students = Yellow Status 47.9% • English Learners = Orange Status 14.6% • Foster Youth = Red Status 3.6% • Students with Disabilities = Red Status 4%	2022-2023 update	2023-2024 update	2024-2025 update	We will meet status and change criteria for college and career readiness to be in the green or blue categories

UC/CSU A-G Course Completion by Race/Ethnicity	All students 52.8% ● African-American 33.3% ● Hispanic/Latinx 32.3% ● Asian 73.4%	2022-2023 update	2023-2024 update	2024-2025 update	All students 63% ● African-American 43.3% ● Hispanic/Latinx 42.3% ● Asian 83.4%
UC/CSU A-G Course Completion by Program	All students 52.8% ● English Learners 22.1% ● Foster Youth 23.1% ● Socioeconomically Disadvantaged 44.5% ● Students with Disabilities 13.3% ● Homeless Youth 23.3%	2022-2023 update	2023-2024 update	2024-2025 update	All students 63% ● English Learners 32.1% ● Foster Youth 33.1% ● Socioeconomically Disadvantaged 54.5% ● Students with Disabilities 23.3% ● Homeless Youth 33.3%
Local Cohort A-G Course Completion Rate by Race/Ethnicity	All cohort students 61.9% ● African American 40.4% ● Hispanic/Latinx 40.3% ● Asian 77.5%	2022-2023 update	2023-2024 update	2024-2025 update	All cohort students 72% ● African American 50.4% ● Hispanic/Latinx 50.3% ● Asian 87.5%
Local Cohort A-G Course Completion Rate by Program	All cohort students 61.9% ● English Learners 19.1% ● Socioeconomically Disadvantaged 56% ● Students with Disabilities 9.5% ● Homeless Youth 35.6%	2022-2023 update	2023-2024 update	2024-2025 update	All cohort students 72% ● English Learners 29.1% ● Socioeconomically Disadvantaged 66% ● Students with Disabilities 19.5% ● Homeless Youth 45.6%
On track rate for A-G Course Completion by grade level and race/ethnicity	9th grade 55% ● Asian 80% ● White 60% ● Hispanic/Latinx 30% ● African American 38% 10th grade 42% ● Asian 66% ● White 45% ● Hispanic/Latinx 18% ● African American 26% 11th grade 31% ● Asian 50% ● White 31%	2022-2023 update	2023-2024 update	2024-2025 update	9th grade 65% ● Asian 90% ● White 70% ● Hispanic/Latinx 40% ● African American 48% 10th grade 52% ● Asian 76% ● White 55% ● Hispanic/Latinx 28% ● African American 36% 11th grade 41% ● Asian 60% ● White 41% ● Hispanic/Latinx 21%

	• Hispanic/Latinx 11% • African American 22%				• African American 32%
On track rate for A-G Course Completion by grade level and Program	9th grade 55% • English Learners 20% • Socioeconomically Disadvantaged 40% • Students with Disabilities 6% 10th grade 42% • English Learners 8% • Socioeconomically Disadvantaged 28% • Students with Disabilities 2% 11th grade 31% • English Learners 5% • Socioeconomically Disadvantaged 21% • Students with Disabilities 1%	2022-2023 update	2023-2024 update	2024-2025 update	9th grade 65% • English Learners 30% • Socioeconomically Disadvantaged 50% • Students with Disabilities 16% 10th grade 52% • English Learners 18% • Socioeconomically Disadvantaged 38% • Students with Disabilities 12% 11th grade 41% • English Learners 15% • Socioeconomically Disadvantaged 31% • Students with Disabilities 11%
SBAC Math and ELA scores >=3 EAP Qualification	For the 2019-2020 there is no data available. We will be administering the SBAC in Math and ELA Spring of 2021. From the 2019 SBAC administration: ELA • All 11th graders 75% • African American 60% • Hispanic 54% • SED 61% • EL 17% • SWD 24% Math	2022-2023 update	2023-2024 update	2024-2025 update	ELA • All 11th graders 85% • African American 70% • Hispanic 64% • SED 71% • EL 27% • SWD 34% Math • All 11th graders 59% • African American 37% • Hispanic 35% • SED 47% • EL 28% • SWD 24%

	• All 11th graders 49% • African American 27% • Hispanic 25% • SED 37% • EL18% • SWD 14%				
Advanced Placement Scores: Percent of students AP exam scores of 3 or higher or IB exam scores of 4 or higher	All students 54.7% • Asian 65.1% • Hispanic/Latinx 38% • African American 15.5% • English Learners 26.1% • Socioeconomically Disadvantaged 45.4% • Students with Disabilities 25.9%	2022-2023 update	2023-2024 update	2024-2025 update	All students 65% • Asian 75% • Hispanic/Latinx 48% • African American 26% • English Learners 36% • Socioeconomically Disadvantaged 55% • Students with Disabilities 36%
Career Technical Education (CTE) Pathway Completion	Total students enrolled in CTE pathways: 3620 • Students successfully completing the CTE pathway = 363	2022-2023 update	2023-2024 update	2024-2025 update	Total students enrolled in CTE pathways: 3620 • Students successfully completing the CTE pathway = 463
Silicon Valley Career Technical Education (SVCTE) enrollment	Total Enrollment = 550	2022-2023 update	2023-2024 update	2024-2025 update	Total Enrollment = 580
Access to Broad Course of Study for Students with Disabilities	Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time = 30.4%	2022-2023 update	2023-2024 update	2024-2025 update	Students in Least Restrictive Environment (LRE) • SWD in general ed courses at least 80% of the time = 52.2%
Teachers Fully Credentialed and Appropriately Assigned as measured by Williams Audit	0/.00% Total Teacher Misassignments • 0/0.0% Vacant Teacher Positions • 0/0.0% Misassignment of teachers of English Learners	2022-2023 update	2023-2024 update	2024-2025 update	0/.00% Total Teacher Misassignments • 0/0.0% Vacant Teacher Positions

					• 0/0.0% Misassignment of teachers of English Learners
Instructional Materials- Every student having access to standards-aligned materials as measured by Williams Audit	0/0.0% Students without access	2022-2023 update	2023-2024 update	2024-2025 update	0/0.0% Students without access
School Facilities in Good Repair as measured by the FIT report	9 Instances where Facilities did not meet the "Good Repair" standard • 0 schools had an overall rating of fair conditions • 14 schools had an overall rating of good repair • 2 schools had an overall rating of exemplary	2022-2023 update	2023-2024 update	2024-2025 update	0 Instances where Facilities did not meet the "Good Repair" standard • All schools evaluated will be rated in good or exemplary conditions with 0 deficiencies or extreme deficiencies noted.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Academic and social-emotional counseling provided by school counselors	School counselors will provide academic and social-emotional support to all students with a focus on students most-at-need including English Learners, low-income students, Students with Disabilities, and Foster Youth. Our data clearly indicates a need to focus counseling efforts on these specific subgroups as each of these subgroups have college and career readiness indicators below the district average. In particular, our Foster Youth have a dashboard status in the red level at only 3.6%. School counselors will work with students and their parents/guardians in developing 4-year plans and monitoring progress on A-G coursework. School counselors will also provide Tiered support and intervention for students identified through our early warning system. Additionally, counselors will establish target groups within their caseloads of Foster Youth, English Learners, Students with Disabilities, and low-income students to ensure these students are provided the assistance and resources needed. • Continue to provide 35.2 FTE Counselors at comprehensive high schools	$5,163,650 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

		to provide these services.		
Action #2	Coaching support for MTSS teams	Continue partnership with Collaborative Learning Solutions (CLS) consultants to support Tier 1 teams as they continue to develop common assurances for academic and behavior instruction and support. In addition, CLS will work with school site teams in developing Tier 2 and Tier 3 interventions to support our Foster Youth, English Learners, Students with Disabilities, and Low-income students. Upon reviewing our data, it is evident that the subgroups mentioned require additional tiered interventions as each of the subgroups have A-G completion rates far below the district average. In the case of our Students with Disabilities (SWD) and English Language Learners (ELL), their A-G completion rates are the lowest at 13.3% for our SWDs and 22.1% for our ELLs. ● Assistance with planning and messaging ● Coaching of Tier 1 and 2 teams ● Use of SHAPE data system ● Support with meeting requirements of agreement with Office for Civil Rights	$165,000 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #3	Data reporting for monitoring and analysis of metrics	Develop data reports including early warning system reports for use by school site and district staff to monitor individual student progress of our Foster Youth, English Learners, Students with Disabilities, and Low-income students as measured by college and career readiness indicators. Our data indicates that our Foster Youth, English Learners, Students with Disabilities, and Low-Income students have amongst the lowest A-G course completion and fall further behind from being on-track after each grade level. The reports created will specifically inform counselors, case managers, and teachers of the areas where interventions are needed. ● Provide a .5 FTE Programmer Analyst to create and develop data reports and support with the analysis	$76,873 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #4	Coordination of MTSS at school sites provided by MTSS Teacher on Special Assignment	The Teacher on Special Assignment for MTSS Implementation will assist in all matters pertaining to the development and implementation of a consistent Multi-Tiered System of Supports (MTSS) by working directly with site administration, certificated, and classified staff in alignment with the district's vision and goals. ● Hire 12.0 FTE TOSAs to support the implementation of MTSS at each of the school sites	$2,136,486 Personnel Costs: Salary and Benefits Funded using ELO grant for 2021-22	[N] All Students All Schools

Action #5	Professional Development focused on Universal Design for Learning and Culturally Responsive Teaching	Provide professional development focused on Universal Design for Learning and Culturally Responsive Teaching as a means to move toward an evidence-based instructional framework at the Tier 1 level. Foster Youth, English Learners, Students with Disabilities, and Low-Income students continue to perform at far lower rates than other student groups and when compared to the district's overall performance level. Specifically, these subgroups demonstrate college and career readiness indicators in the red and orange status levels which informs us of the need to provide quality evidence-based Tier 1 instruction as a means to accelerate academic achievement for our most-at-need student populations. ● Contract with PD providers to facilitate learning sessions ● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions ● Fund 1 additional PD day at the start of the school year ● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions	$1,055,000 Personnel Costs: Salary and Benefits $75,000 Contract Services Funded using ELO grant for 2021-22	[N] All Students All Schools
Action #6	Placement of Students with Disabilities in Least Restrictive Environment (LRE)	Work with staff across the district to ensure 9th grade Students with Disabilities are placed in their LRE as per their IEP. Placement data charts will be created to provide school site scheduling teams with information about each student's coursework, test scores, and general ed placement. Professional development will be provided to all teachers focused on understanding disabilities and providing accommodations and modifications in the general ed classroom. ● Contract with PD providers to facilitate learning sessions ● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions ● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions	$85,000 Personnel Costs: Salary and Benefits $50,000 Contract Services Funded using SPED funds	[N] Students with Disabilities All Schools
Action #7	Support for teachers in meeting the needs of Students with Disabilities provided by Education Specialist Teacher on Special Assignment	Professional development and ongoing support will be provided to all 9th grade teachers focused on understanding disabilities and providing accommodations and modifications in the general ed classroom. ● 11.0 FTE Education Specialist Teacher on Special Assignment (Inclusion Specialist) to provide support to general education teachers at each of the comprehensive high schools	$1,477,118 Personnel Costs: Salary and Benefits	[N] Students with Disabilities All Schools
Action #8	Elevate the Graduate Profile	Elevate the Graduate Profile as a tool for embedding skill development across all subject areas in alignment with the development of universal instructional strategies	$25,000	[N] All Students

		at the Tier 1 level to improve the following college and career readiness skills: Communicators, Critical Thinkers, Collaborators, Creators. Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions focused on embedding into courses and measuring the Graduate Profile.	Personnel Costs: Salary and Benefits $9000 Contract Services Funded using Title II	All Schools
Action #9	Promoting Career Readiness by supporting and increasing enrollment in Career Technical Education (CTE) Pathways and Silicon Valley Career Technical Education (SVCTE)	School counselors and CTE sector leads will provide guidance to ensure students who are enrolled in our CTE pathways stay on course to complete the CTE pathway course sequence and to be CTE pathway completers. School counselors and site administration will also work closely with staff at SVCTE to provide guidance to ensure students enrolled in an SVCTE course are successfully completing the course and earning certifications where available. ● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions ● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions	$15,000 Personnel Costs: Salary and Benefits Funded using CTE grants	[N] All Students All Schools
Action #10	Naviance as a college and career planning tool	In alignment with their identified priority standards, school counselors will use the activities in Naviance to develop and assess essential competencies with their students in their caseload with a target focus on Foster Youth, English Learner, and Low-Income students to ensure students are prepared for college and career. They will also work with parents/guardians to provide access to and support in planning and monitoring their student's progress using Naviance. Emphasis for utilization of the tool will be placed for our Foster Youth, English Learner, and Low-Income students as our data shows a need to increase the college and career readiness of these student groups.	$165,000 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #11	College Awareness and Financial Aid Support for target student populations	Provide opportunities for Foster Youth, Low-Income students, Students with Disabilities, and English Learners to learn more about college and university admissions requirements, cost, and steps to take to apply for admission and financial aid. Opportunities will include: ● college night	$35,000 Contract Services $5000	[Y] Foster Youth English Learners Low-Income

		• parent workshops in partnership with the Parent Institute for Quality Education (PIQE) • outreach provided by community partners	Materials and Supplies	Districtwide All Schools
Action #12	PSAT, SAT, IB and Advanced Placement exam access	Provide PSAT exams for all sophomores and SAT exams for all juniors as a means to ensure low-income students, English Language Learners, Students with Disabilities, and Foster youth have the same opportunities for success on these exams as other students. As a means to increase the enrollment of low-income students, English Language Learners, and Foster Youth in IB and AP courses, funding for AP and IB exams will be provided.	$300,000 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #13	Mentoring and academic support for students	Provide mentoring and academic support, in partnership with community-based and non-profit organizations, for target student subgroups at six of our high schools with a high number of socioeconomically disadvantaged (SED) students and English Language Learners. Identified schools are Andrew Hill, Mt. Pleasant, James Lick, Oak Grove, Yerba Buena, and Wm. C Overfelt. Partnerships included: City Year, iMentor, CAL SOAP, DCAC	$350,000 Contract Services Funded using ELO grant for 2021-22	[N] All Students Specific Schools: Andrew Hill Mt. Pleasant James Lick Wm. C Overfelt
Action #14	Communication and engagement with parents/guardians	Improve our communication and engagement process with parents/guardians of our Foster Youth, English Learners, Students with Disabilities, and Low-Income students to ensure they are informed and are active participants in the decision-making process related to their students educational program. • Provide extra duty compensation for classified staff to conduct additional outreach after regular school hours	$40,000 Personnel Costs: Salary and Benefits $5000 Materials and supplies	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal 2: Graduation Rate

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Status and Change as	2019 CA Dashboard Indicators:	2022-2023 update	2023-2024 update	2024-2025 update	We will meet status and change criteria for

measured by the CA Dashboard	All students = Green Status 87.8% ● Foster Youth = Red Status 67.7%% ● Homeless Youth = Red Status 62.9% ● African-American = Orange Status 80%				graduation rate to be in the green or blue categories
Graduation rate by Race/Ethnicity	All students 86.4% ● Asian 93.9% ● African American 82.3% ● Hispanic/Latinx 79.3%	2022-2023 update	2023-2024 update	2024-2025 update	All students 96% ● Asian 96% ● African American 92% ● Hispanic/Latinx 90%
Graduation rate by Program	All students 86.4% ● English Learners 72.3% ● Socioeconomically Disadvantaged 82.2% ● Students with Disabilities 67.1% ● Foster Youth 43.3%	2022-2023 update	2023-2024 update	2024-2025 update	All students 96% ● English Learners 82% ● Socioeconomically Disadvantaged 92% ● Students with Disabilities 77% ● Foster Youth 53%
Local cohort graduation rate by Race/Ethnicity	All cohort students 96% ● African American 93.7% ● Hispanic/Latinx 92.5% ● Asian 98.5%	2022-2023 update	2023-2024 update	2024-2025 update	All cohort students 98% ● African American 96% ● Hispanic/Latinx 96% ● Asian 99%
Local cohort graduation rate by Program	All cohort students 96% ● English Learners 86.2% ● Socioeconomically Disadvantaged 93.7% ● Students with Disabilities 86.6%	2022-2023 update	2023-2024 update	2024-2025 update	All cohort students 98% ● English Learners 96% ● Socioeconomically Disadvantaged 97% ● Students with Disabilities 96%

Local non-cohort graduation rate	All non-cohort students 71.3% ● Foster Youth 33.3% ● Homeless Youth 55.8%	2022-2023 update	2023-2024 update	2024-2025 update	All non-cohort students 81% ● Foster Youth 43% ● Homeless Youth 65%
On track graduation rate by grade level and race/ethnicity	9th grade 69% ● Asian 89% ● Hispanic/Latinx 49% ● African American 55% 10th grade 63% ● Asian 85% ● Hispanic/Latinx 40% ● African American 44% 11th grade 59% ● Asian 82% ● Hispanic/Latinx 36% ● African American 48%	2022-2023 update	2023-2024 update	2024-2025 update	9th grade 79% ● Asian 99% ● Hispanic/Latinx 59% ● African American 65% 10th grade 73% ● Asian 95% ● Hispanic/Latinx 50% ● African American 54% 11th grade 69% ● Asian 92% ● Hispanic/Latinx 46% ● African American 58%
On track graduation rate by grade level and program	9th grade 69% ● English Learners 45% ● Socioeconomically Disadvantaged 57% ● Students with Disabilities 50% 10th grade 63% ● English Learners 35% ● Socioeconomically Disadvantaged 50% ● Students with Disabilities 34%	2022-2023 update	2023-2024 update	2024-2025 update	9th grade 79% ● English Learners 55% ● Socioeconomically Disadvantaged 67% ● Students with Disabilities 60% 10th grade 73% ● English Learners 45% ● Socioeconomically Disadvantaged 60%

	11th grade 59% ● English Learners 33% ● Socioeconomically Disadvantaged 49% ● Students with Disabilities 32%				● Students with Disabilities 44% 11th grade 69% ● English Learners 43% ● Socioeconomically Disadvantaged 59% ● Students with Disabilities 42%
Dropout rates by race/ethnicity	District 6.5% ● African-American 10.6% ● Hispanic/Latinx 10.2% ● Asian 2.2% ● White 7.3%	2022-2023 update	2023-2024 update	2024-2025 update	District 1.5% ● African-American 5.6% ● Hispanic/Latinx 5.2% ● Asian <1% ● White 2.3%
Dropout rates by program	District 6.5% ● Foster Youth 26.7% ● English Learners 14.5% ● Students with Disabilities 10.1%	2022-2023 update	2023-2024 update	2024-2025 update	District 1.5% ● Foster Youth 21.7% ● English Learners 9.5% ● Students with Disabilities 5.1%
Efforts to build relationships and partnerships for student outcomes	Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. ● Rating = 3 Initial Implementation Rate the LEA's progress in	2022-2023 update	2023-2024 update	2024-2025 update	Local Indicator Self-Reflection Tool Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. ● Rating = 4 Full Implementation

	providing families with information and resources to support student learning and development in the home. ● Rating = 3 Initial Implementation				Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. ● Rating = 4 Full Implementation
Implementation of Academic Content Standards	Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ● ELA - 4 Full Implementation ● ELD - 3 Initial Implementation ● Math - 4 Full Implementation ● NGSS Science - 4 Full Implementation ● History-Social Science - 4 Full Implementation	2022-2023 update	2023-2024 update	2024-2025 update	Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ● ELA - 5 Full Implementation & Sustainability ● ELD - 4 Full Implementation ● Math - 5 Full Implementation & Sustainability ● NGSS Science - 5 Full Implementation & Sustainability ● History-Social Science - 5 Full Implementation & Sustainability
Teachers Fully Credentialed and Appropriately	0/.00% Total Teacher Misassignments ● 0/0.0% Vacant Teacher Positions	2022-2023 update	2023-2024 update	2024-2025 update	0/.00% Total Teacher Misassignments ● 0/0.0% Vacant Teacher Positions

Assigned as measured by Williams Audit	• 0/0.0% Misassignment of teachers of English Learners				• 0/0.0% Misassignment of teachers of English Learners

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Cyber High Online Credit Recovery	Provide Cyber High credit recovery program for students to recover credits lost in previous semesters in order to stay on course for graduation. Cyber High licenses will specifically be targeted for Foster Youth, English Learners, Low-income students, and Students with Disabilities. Our data clearly indicates the student subgroup with the lowest graduation rate is our Foster Youth. Additionally, the data for students on track for graduation at the end of each grade level is the lowest for our English Learners and our Students with Disabilities.	$152,938 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #2	Summer School Program	Provide Summer Bridge and Summer School opportunities for English Language Learners, students needing to recover credits, students needing to recover grades to meet college eligibility, as well as incoming ninth graders who did not experience middle school success so that they are prepared to make the transition to high school. In particular, summer school offerings will be targeted to serve Foster Youth, English Learners, Students with Disabilities, low-income and homeless youth as our data indicates that these student groups have high credit deficiency and fall off-track from graduation after each grade level at higher rates when compared to other students.	$1,255,000 Personnel Costs: Salary and Benefits $15,000 Materials and supplies	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #3	Intersession learning recovery mini-sessions	Offer learning recovery mini-sessions during school breaks and Saturdays to students in need of recovering and improving grades as well as students in need of addressing learning gaps. Sessions will be provided to Foster Youth, English Learners, Students with Disabilities, and low-income students. • Allot extra duty compensation for teachers and other staff for planning, facilitating sessions, and providing interventions	$85,000 Personnel Costs: Salary and Benefits $5000 Materials and supplies	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

Action #4	Development of priority standards for all subject areas coordinated by Subject Area Coordinators (SACs)	Provide extra time for teams of teachers led by the district's subject area coordinators to develop instructional Tier 1 common assurances that will include: priority standards for each course in every subject area, and common curriculum maps based on these standards. This work will lead to benchmark assessment and end of semester common summative assessments which will assess the teaching and learning in the classroom and support the appropriate placement of students. ● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions ● Secure a sub pool for classroom coverage to allow teachers to attend learning and collaboration sessions	$50,000 Personnel Costs: Salary and Benefits Funded by Title II	[N] All Students Districtwide All Schools
Action #5	Coordination and support of all learning options schools and programs	Provide ongoing coordination and support to staff at the various learning options schools and programs to ensure the successful transition of Foster Youth, English Learners, and Low-income students to alternative learning options when deemed placement in an alternative setting will result in educational benefit and improved outcomes for these students. ● 1.0 FTE Coordinator of Learning Options Schools & Programs	$216,000 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #6	Parent support and assistance	Parent and Community Involvement Specialists (PCIS)at each school site will support the school sites' efforts to maintain parents informed of their children's academic progress, and attendance as well as any school events and resources available to them and their families. In particular, they will target outreach efforts and support to Low-Income students, Students with Disabilities, Foster Youth, and English Learners and their families. Their efforts will include, but are not limited to: ● ensuring all parents activate their accounts in the district's student information system so they can access their students' grades, assignments and attendance. ● informing parents of school and district informational meetings ● facilitating conversations between non-English speaking parents and school staff, including teachers. ● referring parents to school and community based resources that support the students' and families' needs. ● facilitate and organize parent workshops in English, Spanish and Vietnamese around topics of interest to parents of high school students.	$1,654,631 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

		❑ Provide 14.2 FTE Parent and Community Involvement Specialists		
Action #7	Newsela as a tool to engage students in reading and writing	Use of this online library of non-fiction texts by English, Science, Social Studies and Spanish teachers to provide students with articles within their zone of proximal development to ensure students are challenged but can complete the assignment successfully. Newsela will track the student's improving reading levels and provide data to teachers so they can assess gaps and areas of improvement. This resource will specifically support English Language Learners as they accelerate their English proficiency through reading and writing of non-fiction text.	$266,749 Contract Services Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools
Action #8	Coaching and induction support for teachers with preliminary and intern credentials	Through a partnership with the Santa Cruz/Silicon Valley New Teacher Project, the district will provide highly trained instructional coaches to support teachers in clearing their teaching credentials to ensure teachers are highly qualified and appropriately credentialed to provide instruction and intervention to English Learners, Foster Youth, Students with Disabilities, and Low-income students. This induction program ensures every student will have a quality teacher with access to best practices within and beyond the classroom as outlined in the California Standards for the Teaching Profession. The SC/SVNTP core values of equity, responsiveness, positive presupposition, reflectie dialogue and inquiry stance support the district's commitment to building equitable communities and providing welcoming, supportive environments and instruction that prepares students for college and career. Our data and stakeholder input indicate that our target groups (English Learners, Foster Youth, Students with Disabilities, and Low-income students) need highly qualified teachers who will advocate for them so that the students remain on-track for graduation after each grade level. ● 7.0 FTE Instructional Coaches	$1,149,265 Personnel Costs: Salary and Benefits $150,000 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #9	On-demand online tutoring	Provide one-to-one homework help and tutoring online and in real time to all students to support their course passage, their progress towards high school graduation and their attainment of the a-g university admission requirements. The service will be available 24 hours a day and seven days a week so that students can receive help around their home and/or work schedule.	$686,217 Contract Services Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools
Action #10	On-demand online tutoring for target student groups	Targeted tutoring hours and services will be provided specifically to Court impacted youth including foster youth and youth involved with juvenile justice. In addition, to McKinney Vento students.	$85,000 Contract Services	[N] All Students Districtwide All Schools

			Funded using ELO grant for 2021-22	
Action #11	Maintain smaller class sizes across core subject areas	Our data and stakeholder input indicate that our Foster Youth, Students with Disabilities, English Learners, and Low-income students fall off-track from meeting the graduation requirements after each grade level. To address this, we will maintain smaller class sizes across core subject areas to ensure that our target subgroups are provided the attention needed from the teacher. Specifically, smaller class sizes will allow teachers to differentiate instruction, provide in-the-moment interventions, and engage students in small group learning.	$6,336,174 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal 3: Achievement of English Language Learners

Goal #3	**Provide programs, support, and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.** (State Priorities addressed: Priority 1 Basic Services, Priority 2 State Standards,

	Priority 3 Parental Involvement, Priority 4 Pupil Achievement, Priority 5 Pupil Engagement, Priority 7 Course Access, Priority 8 Other Pupil Outcomes)
Description	We will redesign our EL program for our English Learners, for both our newcomers and long-term ELs, to ensure they are appropriately placed in college prep courses as well as in a designated ELD program to assist them in developing their English language proficiency and reaching high levels of academic achievement.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learner Status and Change as measured by the CA Dashboard	2019 CA Dashboard Indicators: ELL Progress: ● Status = 45.7% low level ● ELA = Orange Status ● MATH = Red Status ● Graduation Rate = Yellow Status ● Suspension = Green Status ● College and Career Readiness = Orange Status	2022-2023 update	2023-2024 update	2024-2025 update	English Language Learners will meet status and change criteria to fall in the green or blue categories
English Language Learners attaining English proficiency as measured by ELPAC overall score of 4	There is no 2020 baseline data available due to the pandemic.	2022-2023 update	2023-2024 update	2024-2025 update	25% of ELLs will earn an overall score of 4 on the ELPAC
English Learner Reclassification rate	For 2020, 11.8% of ELLs were reclassified	2022-2023 update	2023-2024 update	2024-2025 update	20% of ELLs will be reclassified

Access to a broad course of study	Enrollment in 3rd year of Math, Science, and ELA at the 11th grade: Total EL 11th graders = 798 ● Math = 35.7% ● ELA = 40.5% ● Science = 39.3% Enrollment in at least one AP/IB course: ● 9.5% English Learners	2022-2023 update	2023-2024 update	2024-2025 update	Enrollment in 3rd year of Math and ELA at the 11th grade: Total EL 11th graders = 798 ● Math = 45.7% ● ELA = 50.5% ● Science = 49.3% ● Enrollment in at least one AP/IB course: ● 14.5% English Learners
Core course (ELA, Math, Science) pass rate as measured by grades of A,B, C	For 2020, 1st Semester ELA Pass Rate 51.5% Math Pass Rate 54.2% Science Pass Rate 51.5%	2022-2023 update	2023-2024 update	2024-2025 update	ELA Pass Rate 61.5% Math Pass Rate 64.2% Science Pass Rate 61.5%
Implementation of ELD Academic Content Standards	Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ● ELD - 3 Initial Implementation Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.	2022-2023 update	2023-2024 update	2024-2025 update	Local Indicator Self-Reflection Tool Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught. ● ELD - 4 Full Implementation Progress in providing professional learning for teaching to the recently adopted academic

	● ELD - 3 Initial Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. ● ELD - 4 Full Implementation				standards and/or curriculum frameworks. ● ELD - 4 Full Implementation Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction to the recently adopted academic standards and/or curriculum frameworks. ● ELD - 5 Full Implementation & Sustainability
Properly Credentialed Teachers in ELD courses	100% of teachers assigned to teach ELD courses are properly credentialed	2022-2023 update	2023-2024 update	2024-2025 update	100% of teachers assigned to teach ELD courses are properly credentialed
Efforts to seek parental input in decision-making	Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. ●Rating = 3 Initial Implementation Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. ● Rating = 2 Beginning Development	2022-2023 update	2023-2024 update	2024-2025 update	Local Indicator Self-Reflection Tool Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. ●Rating = 4 Full Implementation Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intake and Support for Newcomer English Learners	Develop an intake process to ensure all newcomer English Learners are appropriately placed in all content areas and that all needed services that address their wellness, social emotional, and academic needs are in place.	$20,000 Personnel Costs: Salary and Benefits Funded by Title III	[N] English Learners Districtwide All Schools
Action #2	Placement of Newcomer English Learners into core classes	In addition, the Math and Science district curriculum coordinators will lead groups of teachers to develop placement tests to ensure that placement in these two subject areas reflects the students' learning in their home countries.	$50,000 Personnel Costs: Salary and Benefits Funded by Title II	[N] English Learners Districtwide All Schools

Action #3	Primary language support for limited English proficient parents	Support the primary language needs of our non-English speaking parents/guardians of English Learners, Students with Disabilities, Foster Youth and/or Low-income by: ● recognizing the language skills of bilingual certificated personnel by providing them a bilingual stipend to ensure they communicate with parents and families in their primary language. ● providing interpretation services in Spanish and Vietnamese at all district meetings and events. ● provide written translations in Spanish and Vietnamese of all district brochures, flyers, letters and notices Our stakeholder input clearly indicated that parents need primary language support to access resources and information so they can further support their students.	$65,000 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #4	Primary language support for English Language Learners in ELD courses	Bilingual Para-Educators will be assigned to designated and integrated ELD classrooms in each of the 5 ELD program schools to provide individual or small group instructional support to English Language Learner students to enhance their learning and ensure the transference of skills from their home language to English. ● Hire 10.0 FTE Bilingual Para-Educators	$864,101 Personnel Costs: Salary and Benefits Funded using ELO grant for 2021-22	[N] English Learners Districtwide All Schools
Action #5	Designated ELD course for long-term EL students	In alignment with the ELL Roadmap, create designated ELD courses at each grade level for EL students enrolled in English 1 or higher to accelerate their English proficiency, support their re-designation, and ensure they are college and career ready upon graduation from high school. Ensure teachers assigned to teach this course are supported with smaller class size. ● Total of 2.2 FTE to ensure smaller class size	$332,057 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #6	EL teacher coaching and support provided by an EL Teacher on Special Assignment	The Teacher on Special Assignment for English Language Learner (EL) Instruction will work with teachers of ELL students to implement effective Tier 1 instruction, and evidence-based interventions that can support ELLs in attaining	$178,040 Personnel Costs: Salary and Benefits	[N] English Learners Districtwide

		English Language proficiency toward re-designation status, and in meeting the same state academic standards that all students are expected to meet. ● 1.0 FTE TOSA-English Language Learner Instruction	Funded by Title III	All Schools
Action #7	Maintain smaller class size for designated ELD courses	Accelerate the reclassification of English Language Learners by providing a smaller class environment in their designated ELD courses. By reducing the number of students in the designated ELD classroom, the ELL students will receive more intensive academic language support, targeted interventions that address their individual language proficiency needs so they can develop critical English language skills necessary for success in the different content areas. ● Total of 8.0 FTE to ensure smaller class size	$1,207,483 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #8	Professional Development focused on understanding the EL Roadmap	Provide professional development for staff specific to the CA EL Roadmap with a focus on the four principles: Assets-Oriented and Needs-Responsive, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulation within and across Systems.	$50,000 Personnel Costs: Salary and Benefits Funded by Title III	[N] English Learners Districtwide All Schools
Action #9	Support Services for English Language Learner students	Support school sites in the implementation of services to English Language Learners, including professional development for teachers in the area of academic language instruction and the monitoring of supports for English Language Learners, socio-economically disadvantaged, and homeless youth. ● 1.0 FTE Coordinator ● .5 FTE Clerical support	$287,769 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal 4: Behavior Responses

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Suspension Rate Status and Change as measured by the CA Dashboard	Due to the pandemic there is no available data.	2022-2023 update	2023-2024 update	2024-2025 update	We will meet status and change criteria for suspension rate to be in the green or blue categories
Office Behavior Referrals	61.6% of behavior referrals are in the defiance category ● Hispanic/Latinx students make up 73.4% of defiance referrals ● Afrcan-American students make up 3.3% of defiance referrals ● Asian students make up 15.8% of defiance referrals	2022-2023 update	2023-2024 update	2024-2025 update	51.6% of behavior referrals are in the defiance category ● Hispanic/Latinx students make up 63.4% of defiance referrals ● Afrcan-American students make up 2.3% of defiance referrals ● Asian students make up 14.8% of defiance referrals
Overall Suspensions	Total Suspensions 1209 Unduplicated count of students suspended 815 Suspension Rate 3.5% Percent of students suspended with one suspension 73.1% Percent of students with multiple suspensions 26.9%	2022-2023 update	2023-2024 update	2024-2025 update	Total Suspensions 1088 Unduplicated count of students suspended 734 Suspension Rate 2.5% Percent of students suspended with one suspension 63.1% Percent of students with multiple suspensions 16.9%
Suspensions by race/ethnicity	Total Suspensions 1209 ● African-American 107 ● Hispanic/Latinx 824 ● Asian 104	2022-2023 update	2023-2024 update	2024-2025 update	Total Suspensions 1088 ● African-American 97 ● Hispanic/Latinx 742 ● Asian 94

	Unduplicated count of students suspended 815 ● African-American 55 ● Hispanic/Latinx 556 ● Asian 86 Suspension rate 3.5% ● African-American 9.9% ● Hispanic/Latinx 5.3% ● Asian 1%				Unduplicated count of students suspended 734 ● African-American 50 ● Hispanic/Latinx 501 ● Asian 78 Suspension rate 2.5% ● African-American 8% ● Hispanic/Latinx 4% ● Asian .5%
Suspensions by program	Total Suspensions 1209 ● English Language Learners 294 ● Foster Youth 42 ● Socioeconomically disadvantaged 877 ● Students with Disabilities 448 Unduplicated count of students suspended 815 ● English Language Learners 199 ● Foster Youth 19 ● Socioeconomically Disadvantaged 570 ● Students with Disabilities 264 Suspension rate 3.5% ● English Language Learners 5% ● Foster Youth 16% ● Socioeconomically disadvantaged 4.5%	2022-2023 update	2023-2024 update	2024-2025 update	Total Suspensions 1088 ● English Language Learners 265 ● Foster Youth 38 ● Socioeconomically disadvantaged 790 ● Students with Disabilities 404 Unduplicated count of students suspended 734 ● English Language Learners 180 ● Foster Youth 10 ● Socioeconomically Disadvantaged 513 ● Students with Disabilities 238 Suspension rate 2.5% ● English Language Learners 4% ● Foster Youth 11% ● Socioeconomically disadvantaged 3.5%

	• Students with Disabilities 10.2%				• Students with Disabilities 8%
Expulsions	Number of expulsions = 9 • Expulsion rate = 0.05%.	2022-2023 update	2023-2024 update	2024-2025 update	Number of expulsions = 5 • Expulsion rate = 0.02%
Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, and student relationships	School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 67% • 9th grade 74% • 10th grade 66% • 11th grade 63% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 67% • 9th grade 69% • 10th grade 69% • 11th grade 66% Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 16% • 9th grade 18% • 10th grade 15% • 11th grade 15%	2022-2023 update	2023-2024 update	2024-2025 update	School Connectedness (students responding favorably to feeling connected and a sense of belonging): • All students 77% • 9th grade 84% • 10th grade 76% • 11th grade 73% Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): • All students 77% • 9th grade 79% • 10th grade 79% • 11th grade 76% Student Relationships (students responding favorably to feeling connected to an adult at school): • All students 26% • 9th grade 28% • 10th grade 25% • 11th grade 25%
Efforts to build relationships	Local Indicator Self-Reflection Tool	2022-2023 update	2023-2024 update	2024-2025 update	Local Indicator Self-Reflection Tool

	Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families ● Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community ● Rating = 3 Initial Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children ● Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families ● Rating = 3 Initial Implementation				Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families ● Rating = 5 Full Implementation & Sustainability Rate the LEA's progress in creating welcoming environments for all families in the community ● Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children ● Rating = 5 Full Implementation & Sustainability Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families ● Rating = 4 Full Implementation

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Coordination of system wide implementation of Restorative Practices and Mental Health & Wellness support structures using an MTSS framework.	The Mental Health and Wellness Subject Area Coordinator will support the coordination and implementation of mental health & wellness across school sites using the MTSS framework. ● 1.0 FTE Subject Area Coordinator	$171,143 Personnel Costs: Salary and Benefits Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools
Action #2	Mental health & wellness support provided by school social workers	School social workers provide mental health & wellness support to all students with a focus on students most-at-need including English Learners, Students with Disabilities, low-income students, and foster youth. School social workers will provide mental health screenings, provide psychoeducation, social emotional and wellness groups, individualized therapy, counseling and case management for our low-income, foster, mckinney vento and court-impact youth relevant to the screening outcomes. School social workers will provide a full continuum of support using a tiered system of support. ● Continue to provide 13.0 FTE school social workers at comprehensive high schools to provide these services. ● Add 9.0 FTE Mental Health & Wellness Specialists on school sites to further support the needs of our Foster Youth, Homeless Youth, Low-Income students, Students with Disabilities, and English Language Learners	$3,450,632 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools
Action #3	Coordination of Student Services, Supports, and Interventions	Support the effective coordination, delivery, evaluation and refinement of student services throughout the school division; ensure that all programs are in alignment with our commitment to build equitable communities within the framework of MTSS. Student Services include social emotional and mental health services for all our students, in particular Foster Youth, Justice Engaged Youth, and Homeless Students. The Coordinator will also coordinate, monitor and evaluate uniform responses to students behaviors as well as interventions and supports in the area of attendance. This action item is specifically focused on meeting the programmatic needs, including coordination of transition services for our Foster Youth, English Learners, and Low-income students as the data	$215,720 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

		indicates that they are suspended at higher rates when compared with other student groups. ● 1.0 FTE Student Services Coordinator		
Action #4	Use of and professional development on the Uniform Behavior Responses (UBR)	Consistent use of and ongoing professional development on the UBR to ensure students have access to maximum instructional time. ● District Wide Professional Development for all staff on the UBR ● Explicitly Teach Uniformed Behavior Response to all students during the 1st week of the 21-22 school year ● Family Engagement & Support team will provide sessions on the Uniformed Behavior Response to Families	$50,000 Personnel Costs: Salary and Benefits Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools
Action #5	9th grade Transition Program	The 9th Grade Transition Program will provide both academic and socio-emotional support for students struggling to adapt to the high school setting as evidenced by low attendance rates, behavior referrals, and failing grades. The students in this program will be supported by a teacher who will model positive responses, monitor their progress, support them as they develop academic and social emotional skills, and provide academic opportunities through classroom based instruction, and online coursework. In particular, incoming 9th grade students identified as Foster Youth who struggled to adapt and make the transition to high school will be targeted for the program. ● 5.0 FTE for 9th Grade Transition Program teachers (one teacher per site at each of the following schools: Oak Grove, Piedmont Hills, Mt. Pleasant, Independence, and Wm. C Overfelt) ● 1.0 FTE School Counselor to support the students academically, teach them appropriate behaviors and mindsets, monitor their progress toward graduation, and work with the students to create a 4 year plan.	$905,613 Personnel Costs: Salary and Benefits Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools
Action #6	Professional development for all staff focused on Trauma-informed Care, Compassion Fatigue and Restorative Practices	Our data indicates that our Foster Youth and Students with Disabilities have amongst the highest suspension rate when compared to other student groups. Additionally, when reviewing our survey data there is a clear indication that students do not feel connected to at least one adult at school. Thus, professional Development to support staff in responding positively to the social-emotional and behavioral needs of our students will be provided. In partnership with community-based organizations, expert providers, and in-house facilitators including our Social Workers and Teachers on Special Assignment, staff will participate in learning sessions focused on meeting the needs of our	$1,960,000 Personnel Costs: Salary and Benefits Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools

		Foster Youth, Newcomer English Learners, Students with Disabilities, and Homeless Youth. ● Contract with PD providers to facilitate learning sessions ● Planning time and compensation for in-house providers ● Provide time, extra time compensation, and resources for teachers to collaborate and attend sessions ● Fund 2 additional PD days at the start of the school year ● Secure a sub pool for classroom coverage to allow teachers to attend PD sessions		
Action #7	Collaborating with Community Agencies to Build a Continuum of Care	Expand partnerships with community agencies who will work with us to provide a continuum of care that provides services that address the social emotional and emotional needs of students with a target case management of Foster Youth, Homeless Youth, and students impacted by environmental factors such as gangs, violence, and drugs. The continuum will include community building, small group interventions, and case management/educational liaison supports. ● National Center for Youth Law ● Pivotal ● Bill Wilson ● New Hope for Youth ● The City Peace Project ● Care Solace	$647,872 Contract Services Funded using ELO grant for 2021-22	[N] All Students Districtwide All Schools
Action #8	Reentry Program	Develop a restorative reentry process for all students who have been suspended or expelled to support in reconnection and reengagement with the school environment. ● Provide time, extra time compensation, and resources for staff to collaborate and attend sessions	$10,000 Personnel Costs: Salary and Benefits Funded by Title II	[N] All Students Districtwide All Schools
Action #9	Assessment and evaluation of climate and culture and social-emotional wellbeing	Gather student, parent, and staff responses assessing and evaluating the level of satisfaction with the climate and culture of schools as well as students' self-reported social-emotional wellbeing through a series of questions posed using the Panorama survey. Use disaggregated data by program designation to identify student groups needing additional outreach and support. Specifically, focus on the responses provided by English Learners, Foster Youth, Students with Disabilities, and Low-income students.	$40,200 Contract Services	[Y] Foster Youth English Learners Low-Income

				Districtwide All Schools

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

Goal 5: Attendance and Chronic Absenteeism

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who are chronically absent by race/ethnicity	All students 13.2% ● African-American 19.8% ● Hispanic/Latinx 20.3% ● Asian 4.3%	2022-2023 update	2023-2024 update	2024-2025 update	All students 3.2% ● African-American 9.8% ● Hispanic/Latinx 10.3% ● Asian <1%
Percentage of students who are chronically absent by program	All students 13.2% ● English Language Learners 18.8% ● Foster Youth 37.1% ● Socioeconomically disadvantaged 16.9% ● Students with Disabilities 29.3%	2022-2023 update	2023-2024 update	2024-2025 update	All students 3.2% ● English Language Learners 8.8% ● Foster Youth 27.1% ● Socioeconomically disadvantaged 6.9% ● Students with Disabilities 19.3%
District P2 attendance rate	2020-21 P2 attendance rate 96.11%	2022-2023 update	2023-2024 update	2024-2025 update	P2 attendance rate 98%
Panorama Survey Results indicating students' school connectedness, knowledge and fairness of discipline, and student relationships	School Connectedness (students responding favorably to feeling connected and a sense of belonging): ● All students 67% ● 9th grade 74% ● 10th grade 66% ● 11th grade 63%	2022-2023 update	2023-2024 update	2024-2025 update	School Connectedness (students responding favorably to feeling connected and a sense of belonging): ● All students 77% ● 9th grade 84% ● 10th grade 76% ● 11th grade 73%

	Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): ● All students 67% ● 9th grade 69% ● 10th grade 69% ● 11th grade 66% Student Relationships (students responding favorably to feeling connected to an adult at school): ● All students 16% ● 9th grade 18% ● 10th grade 15% ● 11th grade 15%				Knowledge and Fairness of Discipline (students responding favorably to knowing discipline processes and feeling they are treated fairly): ● All students 77% ● 9th grade 79% ● 10th grade 79% ● 11th grade 76% Student Relationships (students responding favorably to feeling connected to an adult at school): ● All students 26% ● 9th grade 28% ● 10th grade 25% ● 11th grade 25%
Efforts to build relationships	Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families ● Rating = 4 Full Implementation Rate the LEA's progress in creating welcoming environments for all families in the community	2022-2023 update	2023-2024 update	2024-2025 update	Local Indicator Self-Reflection Tool Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families ● Rating = 5 Full Implementation & Sustainability Rate the LEA's progress in creating welcoming environments for all

	• Rating = 3 Initial Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 4 Full Implementation Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 3 Initial Implementation				families in the community • Rating = 4 Full Implementation Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children • Rating = 5 Full Implementation & Sustainability Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families • Rating = 4 Full Implementation
School Facilities in Good Repair as measured by Williams Audit	0 Instances where Facilities did not meet the "Good Repair" standard	2022-2023 update	2023-2024 update	2024-2025 update	0 Instances where Facilities did not meet the "Good Repair" standard

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Child Welfare & Attendance Support	Child Welfare & Attendance Counselors support and implement Academic and Mental Health & Wellness programs within our Alternative Learning Options. Our enrollment at our Alternative Learning Options including Independent Studies and our continuation schools shows a higher number of Foster Youth	$385,503	[Y] Foster Youth

		and Low-Income students requiring us to provide targeted welfare and attendance interventions at these alternative learning options. ● 2.0 FTE Child Welfare & Attendance Counselor ● 1.0 Support Services Technician	Personnel Costs: Salary and Benefits	Low-Income Districtwide Specific Schools: Calero, Apollo, ISP, Phoenix, Pegasus, Foothill
Action #2	Health and wellness planning and monitoring	Provide health and wellness planning and monitoring for students requiring medication while at school, in particular, Foster Youth and Newcomer English Learners coming to US schools for the first time. Nurse will also provide assistance and referrals as needed based on student needs. ● 1.0 FTE District Nurse	$129,891 Personnel Costs: Salary and Benefits	[Y] Foster Youth English Learners Low-Income Districtwide
Action #3	Attendance Support	School site attendance team and community partners will expand our attendance support continuum. The continuum will consist of: ● Personalized phone calls ● Home Visits ● School Site Attendance Support Groups ● Connection to Community Resources ● School-based Prosocial Activities ● Parent Workshops Provide time, extra time compensation, and resources for staff to collaborate and coordinate services.	$10,000 Personnel Costs: Salary and Benefits Funded by Student Services general fund	[N] All Students Districtwide All Schools
Action #4	RaaWee as an attendance communication, data, and response system	Use RaaWee Truancy & Dropout Prevention Software to expand our attendance responses. We will implement district wide positive attendance campaigns. We will also implement campaigns targeted at student groups with lower attendance rates and who are chronically absent. This tool is of utmost importance in providing data to support our Foster Youth, Students with Disabilities, English Learners, and Low-Income students as these four student groups have amongst the highest chronic absenteeism rates.	$85,000 Contract Services	[Y] Foster Youth English Learners Low-Income Districtwide All Schools

Action #5	Restorative SARB	Work with Community Partners to implement a Restorative School Attendance Review Board that provides small group interventions and case management services for students who are chronically absent. In particular, resources and support will be provided to our Foster Youth who have the highest rate for chronic absenteeism. We will also work with parents/guardians to ensure they understand the process and have the needed resources to support their students' attendance. ● Provide time, extra time compensation, and resources for staff to collaborate and coordinate services.	$10,000 Personnel Costs: Salary and Benefits Funded by Student Services general fund	[N] All Students Districtwide All Schools
Action #6	Expanding Transportation Support	Expand our transportation supports for vulnerable student populations including McKinney Vento, Foster Youth, and Juvenile Court Impacted Students. ● Continue providing VTA bus tokens ● Establish a partnership with Hop, Skip, Drive to provide door-to-door transportation	$60,000 Contract Services	[Y] Foster Youth English Learners Low-Income All Schools Only target students

Goal Analysis [2021-2022]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.55%	$20,857,459

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following actions included in the Local Control and Accountability Plan (LCAP) are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across an entire school or the whole district.

Academic Support and Interventions

Upon reviewing our data and assessing the needs and conditions within our system, it is evident that our Foster Youth, Students with Disabilities, English Learners, and Low-income students require additional tiered academic support and interventions as each of the subgroups have A-G completion and graduation rates far below the district average. In the case of our English Language Learners (ELL) and Foster Youth (FY) their A-G completion rates are amongst the lowest at 22.1% for our ELLs and 23.1% for our FY. In order to address the low college and career readiness levels and academic achievement as measured by the various metrics and in particular, A-G completion and graduation rates of these subgroups, we will implement actions to provide academic counseling, professional development and coaching support for staff on the implementation of MTSS, tools for academic progress monitoring and data analysis, credit recovery and acceleration options, smaller class sizes, coordination of learning options, and online tutoring support.

Social-Emotional, Behavioral, and Mental Health Support

Our data and assessment of needs clearly indicates that our Foster Youth, English Learners, Students with Disabilities, and Low-income students are in need of social-emotional, behavioral, and mental health support as they are suspended at higher rates when compared with other student groups and these target student groups have amongst the highest chronic absenteeism rates. Specifically, the suspension rate for Foster Youth is at 16.2%, which is higher than other student groups by program designation. Additionally, our referrals to services for mental health inform us that our students in these target groups require increased services to ensure they stay engaged within their learning environment. In order to address the disproportionate outcomes within suspension rates and chronic absenteeism rates for our Foster Youth, English Learners, and Low-income students, we will implement actions to provide social-emotional counseling services, Mental health & wellness support provided by school social workers, consistent and uniform procedures for responding to student behavior, coordination of services for alignment, and climate and culture and SEL assessment and evaluation conducted via surveys.

Outreach, Communication, and Engagement

A review of our data and the needs of our Foster Youth, English Learners, Students with Disabilities, and Low-income students informs us that our target students and their families are in need of outreach, communication, and engagement to ensure they feel welcomed, informed, and active in the academic and social development of their student. To address these needs and more specifically to address the lower performance rates as measured by our various academic

metrics and the lower level of engagement as evidenced by survey responses of our Foster Youth, English Learners, and Low-income students, we will implement actions to provide primary language support for students and parents with limited English proficiency, maintain parents informed of their children's academic progress, behavior, and attendance, engage parents by providing workshops and resources, and provide professional development for staff on restorative and relationship-centered practices.

Goal 1 Actions 1, 2, 3, 10, 11, 12 / Goal 2 Actions 1, 2, 3, 5, 8, 11 / Goal 3 Actions 5, 7, 9 provide school counseling services, professional development and coaching support for staff on the implementation of MTSS, tools for academic progress monitoring and data analysis, credit recovery and acceleration options, coordination of learning options, and online tutoring support principally directed at meeting the needs of of our Foster Youth, English Learners, and Low-income students. These actions will ensure the three target subgroups are receiving the tiered instruction and intervention through MTSS needed for their overall academic success.

Goal 4 Actions 2, 3, 4 / Goal 5 Action 1, 2 provide social-emotional counseling services, Mental health & wellness support provided by school social workers, consistent and uniform procedures for responding to student behavior, coordination of services for alignment, and climate and culture and SEL assessment and evaluation conducted via surveys. These actions are principally directed toward serving the needs of our Foster Youth, English Learners, and Low-income students as stakeholders provided input of the need to better support these students as a result of the trauma experienced by the pandemic and other factors.

Goal 1 Action 14/ Goal 2 Action 6 / Goal 3 Action 3 / Goal 5 Action 4 provide primary language support for students and parents with limited English proficiency, maintain parents informed of their children's academic progress, behavior, and attendance, engage parents by providing workshops and resources, and provide professional development for staff on restorative and relationship-centered practices. These actions are principally directed toward our English Learners, Foster Youth, and Low-income students as there is evidence that their parents/guardians are seeking improved communication and relationships with the schools and district.

The actions listed above are being provided on an LEA-wide basis as we expect that all students not performing and excelling at high levels academically and behaviorally will benefit. However, because of the significantly lower academic performance and behavior outcomes, and the lower level of engagement of the families of low-income students, Foster Youth, and English Learners and because the action meets the needs most associated with the experiences of underrepresented and marginalized students, we expect that the various metrics listed throughout our plan for our three target student groups will increase significantly more than the average outcomes of all other students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

East Side Union High School District is required to increase services for EL, Foster Youth, and Low Income students by 8.5% which is equal to $21,043,000 as shown above. This increased percentage is met by actions and services both included in the Local Control and Accountability Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.

Actions in the LCAP
In the plan you will see the following actions marked as contributing which are included as part of the increased percentage:

Goal 1 Actions 1, 2, 3, 10, 11, 12, 14 - Addressing College and Career Readiness for English Learners, Foster Youth and Low Income students
Goal 2 Actions 1, 2, 3, 5, 6, 8, 11 - Addressing Graduation Rate English Learners, Foster Youth and Low Income students
Goal 3 Actions 3, 5, 7, 9 - Addressing Achievement of our English Language Learners
Goal 4 Actions 2, 3, 4 - Addressing the Behavior Responses for English Learners, Foster Youth and Low Income students
Goal 5 Action 1, 2, 4 - Addressing the Attendance and Chronic Absenteeism for English Learners, Foster Youth and Low Income students

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 24,223,404	$ 9,910,681	$ -	$ 392,040	34,526,125	$31,108,149.00	$ 3,417,976

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Academic and social-emotional counseling p	Foster Youth, Englis	$ 5,163,650	$ -			$ 5,163,650
1	2	Coaching support for MTSS teams	Foster Youth, Englis	$ 165,000				$ 165,000
1	3	Data reporting for monitoring and analysis o	Foster Youth, Englis	$ 76,873				$ 76,873
1	4	Coordination of MTSS at school sites provid	All students		$ 2,136,486			$ 2,136,486
1	5	Professional Development focused on Unive	All students		$ 1,130,000			$ 1,130,000
1	6	Placement of Students with Disabilities in Le	All students	$ 135,000				$ 135,000
1	7	Support for teachers in meeting the needs o	All students	$ 1,477,118				$ 1,477,118
1	8	Elevate the Graduate Profile	All students				$ 34,000	$ 34,000
1	9	Promoting Career Readiness by supporting	All students		$ 15,000			$ 15,000
1	10	Naviance as a college and career planning t	Foster Youth, Englis	$ 165,000				$ 165,000
1	11	College Awareness and Financial Aid Suppo	Foster Youth, Englis	$ 40,000				$ 40,000
1	12	PSAT, SAT, IB and Advanced Placement exa	Foster Youth, Englis	$ 300,000				$ 300,000
1	13	Mentoring and academic support for student	All students		$ 350,000			$ 350,000
1	14	Communication and engagement with parer	Foster Youth, Englis	$ 45,000				$ 45,000
								$ -
2	1	Cyber High Online Credit Recovery	Foster Youth, Englis	$ 152,938				$ 152,938
2	2	Summer School Program	Foster Youth, Englis	$ 627,500	$ 642,500			$ 1,270,000
2	3	Intersession learning recovery mini-sessions	Foster Youth, Englis	$ 90,000				$ 90,000
2	4	Development of priority standards for all sub	All students				$ 50,000	$ 50,000
2	5	Coordination and support of all learning opti	Foster Youth, Englis	$ 216,000				$ 216,000
2	6	Parent support and assistance	Foster Youth, Englis	$ 1,654,631				$ 1,654,631
2	7	Newsela as a tool to engage students in rea	All students		$ 266,749			$ 266,749
2	8	Coaching and induction support for teachers	Foster Youth, Englis	$ 1,299,265				$ 1,299,265
2	9	On-demand online tutoring	All students		$ 686,217			$ 686,217
2	10	On-demand online tutoring for target studen	All students		$ 85,000			$ 85,000
2	11	Maintain smaller class sizes across core sut	Foster Youth, Englis	$ 6,336,174				$ 6,336,174
								$ -
3	1	Intake and Support for Newcomer English L	English Learners				$ 20,000	$ 20,000
3	2	Placement of Newcomer English Learners ir	English Learners				$ 50,000	$ 50,000
3	3	Primary language support for limited English	Foster Youth, Englis	$ 65,000				$ 65,000
3	4	Primary language support for English Langu	English Learners		$ 864,101			$ 864,101
3	5	Designated ELD course for long-term EL stu	Foster Youth, Englis	$ 332,057				$ 332,057
3	6	EL teacher coaching and support provided b	English Learners				$ 178,040	$ 178,040
3	7	Maintain smaller class size for designated E	Foster Youth, Englis	$ 1,207,483				$ 1,207,483
3	8	Professional Development focused on unde	English Learners				$ 50,000	$ 50,000
3	9	Support Services for English Language Lea	Foster Youth, Englis	$ 287,769				$ 287,769
								$ -
4	1	Coordination of system wide implementation	All students		$ 171,143			$ 171,143
4	2	Mental health & wellness support provided b	Foster Youth, Englis	$ 3,450,632				$ 3,450,632
4	3	Coordination of Student Services, Supports,	Foster Youth, Englis	$ 215,720				$ 215,720

4	4	Use of and professional development on the	All students			$	50,000			$	50,000
4	5	9th grade Transition Program	All students			$	905,613			$	905,613
4	6	Professional development for all staff focuse	All students			$	1,960,000			$	1,960,000
4	7	Collaborating with Community Agencies to E	All students			$	647,872			$	647,872
4	8	Reentry Program	All students					$	10,000	$	10,000
4	9	Assessment and evaluation of climate and c	Foster Youth, Englis	$	40,200					$	40,200
										$	-
5	1	Child Welfare & Attendance Support	Foster Youth, Englis	$	385,503					$	385,503
5	2	Health and wellness planning and monitorin	Foster Youth, Englis	$	129,891					$	129,891
5	3	Attendance Support	All students	$	10,000					$	10,000
5	4	RaaWee as an attendance communication,	Foster Youth, Englis	$	85,000					$	85,000
5	5	Restorative SARB	All students	$	10,000					$	10,000
5	6	Expanding Transportation Support	Foster Youth, Englis	$	60,000					$	60,000
										$	-