

MidYear LCAP Updates

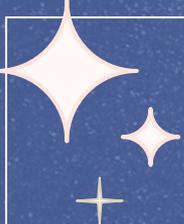
*Board of Trustees Presentation
February 15, 2022*



PURPOSE

- ◆ *To receive updates on mid-year LCAP implementation, expenditures, and metrics*
- ◆ *To receive information on the Supplement to Annual Update*





TOPICS COVERED

01

BACKGROUND

02

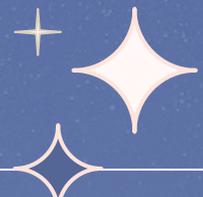
BUDGET OVERVIEW
FOR PARENTS

03

MID-YEAR LCAP
UPDATES

04

SUPPLEMENT TO THE
ANNUAL UPDATE

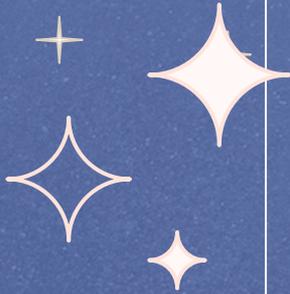




+ 01 BACKGROUND

AB130





Section 124(e) ASSEMBLY BILL 130

Requires LEAs to present an update on the annual update to the 2021–22 LCAP and budget overview for parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

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- 
- 
- 
- The Supplement for the Annual Update for the 2021–22 LCAP;
 - All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
 - Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.



⁺02

BUDGET

OVERVIEW FOR

PARENTS

Impact to the Budget Overview for Parents

When Jefferson Union High School District adopted our LCAP and Budget on June 15, 2021, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Parents is as follows:

| Item | As adopted in BOP | Amount per Budget Act |
|--|-------------------|-----------------------|
| Total LCFF Funds | \$52,958,188 | \$54,752,722 |
| LCFF Supplemental/ Concentration Grants | \$3,029,440 | \$3,028,537 |
| All Other State Funds | \$4,246,557 | \$4,883,411 |
| All Local Funds | \$9,432,593 | \$10,321,884 |
| All Federal Funds | \$5,500,007 | \$5,565,981 |



⁺03

MID-YEAR

LCAP UPDATES

LCAP Goal Summary ✨ ✨ +

#1 - Prepare students for success in postsecondary learning and careers

#2 - Social-emotional, wellness, and mental health ✨

#3 - Equity and inclusion

#4 - Students Learning English meeting the College & Career Indicator

#5 - Intake process for Students Learning English

#6 - Graduation rate for Students with IEP

#7 - Maintaining general services

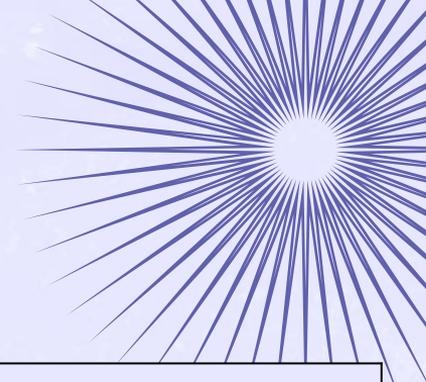
LCAP Goal #1

Prepare students for success in
postsecondary learning and
careers



Broad Goal

LCAP Goal # 1



| | |
|---|--|
| 1. Implement CA State Standards, align curriculum across all curricular areas through the lens of community relevancy and inclusion, and administer benchmark assessments | a. Scope & sequence and benchmark assessment work in all curricular areas ● |
| | b. Teacher leads across all curricular areas ● |
| | c. Administer universal screeners for ELA & math three times a year ● |

| | |
|---|--|
| 2. Adopt Universal Design for Learning (UDL) framework | a. Professional development ● |
| | b. Collaboration meetings to plan lessons ● |

| | |
|--|--|
| 3. Participate in Professional Learning Community (PLC) where educators work collaboratively in recurring cycles of improvement | a. PLC leads to facilitate items b-d ● |
| | b. Collaboration calendar within course alike teams ● |
| | c. Collaboration meeting agenda that focuses in PLC guiding questions ● |
| | d. Common formative assessments and data analysis protocols ● |
| | e. PLC coaching support three times a year ● |

● Completed or Adequate Progress
 ● Slow Progress or Inconsistent Implementation
 ● Not Started Yet

LCAP Goal # 1

| | | |
|---|---|---|
| 4. Implement Technology Plan to support curriculum, instruction, and assessment | a. Digital Citizenship curriculum | ● |
| | b. Cyber security protection: off site backup solution | ● |
| | c. Migrate the Student Information System to the cloud | ● |
| | d. Wifi access to students and families throughout the district boundaries | ● |
| | e. Mobile device access per student in every classroom (Chromebook set per classroom) | ● |
| | f. Purchase Chromebook for students who need a device at home | ● |
| | g. Ed tech software to supplement and support curriculum, instruction, and assessment | ● |
| | h. 1.0 full time employee to coordinate educational technology | ● |
| | i. Site ed technologists | ● |
| | j. Data integrity | ● |
| 5. Use the Impact Cycle model of Instructional Coaching to support professional growth of teachers | a. District instructional coach | ● |
| | b. Site instructional coach sections | ● |
| | c. Professional development for coaches | ● |
| | d. Coaching meetings after school | ● |



Completed or Adequate Progress

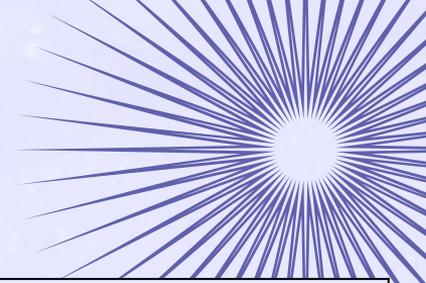


Slow Progress or Inconsistent Implementation



Not Started Yet

LCAP Goal # 1



| | | |
|--|--|---|
| 6. Provide training to teachers and administrators on Constructing Meaning to enhance explicit language instruction of all students, especially that of Students Learning English | a. Admin professional development strand | ● |
| | b. Professional development (Spring Symposium and Summer PD) | ● |
| | c. Instructional materials | ● |
| | d. Collaboration meetings to plan lessons | ● |

| | | |
|--|---|---|
| 7. Provide training on Modern Classroom as a way to personalize student learning needs and promote student engagement | a. Professional development | ● |
| | b. Collaboration meetings to plan lessons | ● |

| | | |
|---|--|---|
| 8. Increase opportunity and access to college and career courses and tools | a. Utilize CaliforniaColleges.Edu to assist in planning for college and career | ● |
| | b. Equitable placement criteria to Advanced Placement courses | ● |
| | c. Advanced Placement staff workshops | ● |
| | d. Advanced Placement exam fees for all students enrolled in AP courses | ● |
| | e. Articulated dual enrollment courses | ● |
| | f. Explore Early College High School | ● |
| | g. State Seal of Biliteracy promotion | ● |
| | h. American School Counselor Association training for counselors | ● |



Completed or Adequate Progress

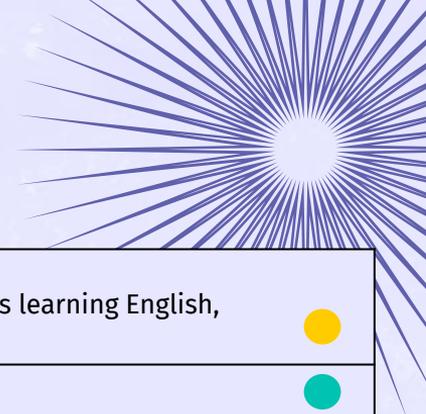


Slow Progress or Inconsistent Implementation



Not Started Yet

LCAP Goal # 1



| | | |
|--|---|---|
| 9. Implement a Career Technical Education Program grounded in rigor, relevance, and relationships | a. Develop instructional strategies to meet the learning needs of special populations (students learning English, students with IEP, non-traditional students) in CTE classes | ● |
| | b. Submit CTE courses as A-G | ● |
| | c. CTE curriculum development and alignment with community colleges | ● |
| | d. Relationships with local business partners to facilitate internships and work-based opportunities for CTE students | ● |
| | e. Full time Teacher on Special Assignment to coordinate the District's CTE Program | ● |
| | f. Explore and develop a high interest pathway at Terra Nova High School | ● |
| | g. Build out CTE sections in Robotics, Theater Production, and Design and Engineering | ● |
| | h. Industry certifications | ● |
| | i. Counseling sections for CTE support | ● |
| | j. CTE awareness for middle school students | ● |
| | k. CTE program promotion | ● |



Completed or Adequate Progress



Slow Progress or Inconsistent Implementation



Not Started Yet

LCAP Goal # 1

| | | |
|--|--|---|
| <p>10. Provide English Language Development program (ELD) aligned EL Roadmap Principles</p> | a. Refine scope and sequence for ELD courses and develop benchmark assessments for progress monitoring | ● |
| | b. Provide EL Teacher on Special Assignment (TOSA) to offer professional development and oversee progress monitoring | ● |
| | c. Create structures for peer observations and training on implementation of ELD standards as well as student engagement through structured student talk | ● |
| | d. Revise the parent engagement plan and review with English Learner Advisory Committee and District English Language Advisory Committee | ● |
| | e. Continue and expand use of Ellevation | ● |
| | f. Place ELD 3 students in mainstream courses instead of content EL courses | ● |
| | g. Hire bilingual paraprofessionals to support students in mainstream courses | ● |
| | h. Develop IEP practices and teacher training to strengthen the program for the needs of English learners with disabilities | ● |
| | i. Newcomer sections (Designated ELD courses) | ● |
| | j. Engage in two-way articulation and alignment with partner elementary school districts and the community college system | ● |
| | k. ELD program support staff (2 FTE - districtwide support) | ● |
| | l. Parent liaisons at Jefferson & Westmoor (2 FTE) | ● |
| | m. Director of Curriculum, Instruction and Accountability to oversee the ELD program | ● |



Completed or Adequate Progress



Slow Progress or Inconsistent Implementation



Not Started Yet

LCAP Goal # 1

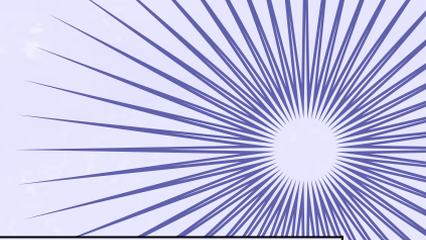
| | | |
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| 11. Provide a comprehensive Special Education Program | a. Professional Learning Community meetings between GenEd/SPED at the District and Site level | ● |
| | b. Constructing Meaning training | ● |
| | c. Classroom walkthroughs | ● |
| | d. Study Skills curriculum development | ● |
| | e. Least Restrictive Environment professional development | ● |
| | f. Reduced self contained classrooms/sections | ● |
| | g. PBIS Professional Development | ● |
| | h. Standard calculation of LRE minutes | ● |
| | i. Therapeutic Day School campus relocation | ● |
| | j. Partnership with school-based mental health services at school sites | ● |
| | k. Reassessment and revision of IEP goals | ● |
| | l. Ongoing paraprofessional training | ● |
| | m. Continue & expand Pathways Program in Adult Transition for students to continue to access community college through concurrent enrollment | ● |
| | n. Increase staffing to district Transition Services to assist students in their ability to receive travel training, access concurrent enrollment and increase subsidized/supervised job placements and hours. | ● |
| | o. Increase collaboration with other districts and the community colleges to provide student resources and vocational training programs. | ● |
| p. Continue to provide base program for special education | ● | |

● Completed or Adequate Progress

● Slow Progress or Inconsistent Implementation

● Not Started Yet

LCAP Goal # 1



| | |
|--|---|
| 12. Develop a standard Student Study Team protocols to support students having difficulties | a. Annual training of staff ● |
| | b. Develop SST Handbook ● |
| | c. Progress monitoring of students ● |

| | |
|---|---|
| 13. Implement Thornton High School's Comprehensive Support and Improvement Plan to increase readiness of students for college and career | a. Align curriculum with comprehensive high schools' A-G curriculum ● |
| | b. Staff professional development in strategies for instruction ● |
| | c. Social Emotional Learning framework ● |
| | d. Access to online curriculum ● |
| | e. Mentors program to support & monitor student progress ● |
| | f. Coordination of mentor support ● |
| | g. Evening classes ● |
| | h. Integration of the Community Environment Education Program ● |
| | i. CTE pathway development in Building, Trades, and Construction in partnership with the local community college ● |

● Completed or Adequate Progress

● Slow Progress or Inconsistent Implementation

● Not Started Yet

Goal # 1 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|---|--------------------------------|---|--------------------------------|
| MDTP - math benchmark assessment (% of students who improve from beginning to end of year) | Set in Fall 2021 | Math Course 1 = 69.4% Math Course 2 = 60.6% Math Course 3 = 63.6% | 75% |
| STAR- ELA benchmark assessment (% of students who improve from beginning to end of year) | Set in Fall 2021 | Jefferson Fall Term 202/459= 44% Oceana = TBD Terra Nova= 167/309=54% Westmoor= 287/600=47% District Average = 656/1368 = 48% | 75% |
| Least Restrictive Environment (> 80%) | 25.27% | 198/430=46% | >52.2% |
| Least Restrictive Environment (< 40%) | 22.22% | 100/430 = 23% | <21.6% |
| Least Restrictive Environment (Separate School) | 10.24% | 23/459 = 5% | <3.8% |
| Site Administrator Classroom Walkthrough | 2 hours/week/ administrator | 1-2 hours/week | 5 hours/week/ administrator |

 Outcome known

 Outcome in progress

 Outcome unknown

Goal # 1 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|---|----------|---|-----------------------------|
| 4-Year Plan Completion Rate (all grade levels) | 40% | JHS = 28.9% OHS = 67.6% TNHS = 13.1% THS = 4.7% WHS = 24.2% District Average = 30% | 80% |
| Advanced Placement Course Access % of Grades 10-12 Students Enrolled in at Least 1 AP Course | | | |
| - African American | 9% | 2.50% | 20% |
| - Hispanic/Latino | 16% | 16% | 30% |
| - English Learner | 2% | 3% | 10% |
| - Students with Disabilities | 3% | 2% | 10% |

 Outcome known

 Outcome in progress

 Outcome unknown

Goal # 1 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | | Desired Outcome for 2023-24 |
|---|----------|-----------------------|---|-----------------------------|
| Advanced Placement Scores: % of 12th Grade Students Who Scored at least a "3" in one or more Advanced Placement Exams throughout their high school career (2020) | | | | |
| - Jefferson HS | 17.9% | 18.30% (2021) | ● | 25% |
| - Oceana HS | 28.9% | 27.10% (2021) | ● | 35% |
| - Terra Nova HS | 32.7% | 31.30% (2021) | ● | 40% |
| - Westmoor HS | 28.9% | 20.50% (2021) | ● | 35% |
| Smarter Balanced Proficiency Rate (ELA) - Level 3 or higher | 56.1% | 75.60% | ● | 60% |
| Smarter Balanced Proficiency Rate (Math) - Level 3 or higher | 35.0% | 50.61% | ● | 40% |

● Outcome known

● Outcome in progress

● Outcome unknown

Goal # 1 Metrics

Mid Year Outcomes



| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023–24 |
|--|----------|--|-----------------------------|
| Physical Fitness Test (5 out of 6 passing score) | 51.3% | N/A ● | 55% |
| English Learner Reclassification Rate | 16.8% | TBD ● | 20% |
| English Learner Progress Indicator on the Dashboard | 45.10% | TBD ● | 55% |

| 4-year Graduation Cohort Rate | Class of 2020 | Class of 2021 | |
|--------------------------------------|---------------|--|-----|
| -All students | 90.5% | 90.70% ● | 92% |
| -Hispanic/Latino | 84.3% | 85.30% ● | 87% |
| -English Learner | 78.0% | 78.50% ● | 82% |
| -Homeless | 70% | 66.70% ● | 80% |
| -Students with Disabilities | 68.5% | 70.70% ● | 75% |

● Outcome known
 ● Outcome in progress
 ● Outcome unknown

Goal # 1 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|--|----------|-----------------------|-----------------------------|
| Thornton High School Graduation Rate (4-year) | 66% | 71.40% (2021) ● | 70% |
| A-G rate | 44.10% | 44.10% (2021) ● | 50% |
| -English Learner | 16.2% | 14.60% ● | 20% |
| -African American | 9.10% | 6.30% ● | 15% |
| - Students with Disabilities | 8.10% | 9.80% ● | 11% |

| | | | |
|--|------------------|-----------------|-----|
| Dual Enrollment (College Credit Course) Rate | 21.9% | 21.50% (2021) ● | 25% |
| CTE Pathway Completion | 9.6% | 6.80% (2021) ● | 15% |
| State Seal of Biliteracy | 2.3% | 3.70% (2021) ● | 5% |
| Golden State Seal Merit Diploma Rate | 19.7% | 31.70% (2021) ● | 25% |
| College Acceptance Rate (2 year or 4 year college) - Change to College Going Rate | 73% | 65% (2021) ● | 77% |
| Work Based Learning Rate | Set in Fall 2021 | N/A ● | 20% |
| College and Career Dashboard Indicator (2019) | 44.80% (2019) | 44.20% (2020) ● | 50% |



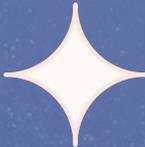
Outcome known



Outcome in progress



Outcome unknown



LCAP GOAL 1 FINDINGS



GLOWS

Instructional Coaching Program

Career Technical Education Program

*Increased Access of Students with
Disabilities to Least Restrictive
Environment*

*Thornton High School exiting out of
Comprehensive Support &
Improvement*



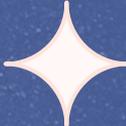
GROWS

*Identifying learning targets and
developing common assessments in
course alike teams*



Universally Designed Lessons

Tier 2 academic intervention program



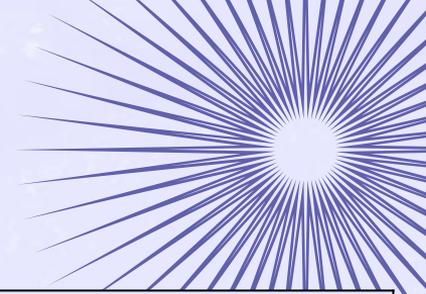
LCAP Goal #2

Create a safe, meaningful,
supportive, and inclusive space for
all students



Broad Goal

LCAP Goal # 2



| | | |
|---|--|---|
| 1. Implement Social Emotional Learning curriculum to build self awareness, self management, social awareness, relationship skills, and responsible decision making | a. Project Wayfinder curriculum for grades 9-10 | ● |
| | b. Connect with Kids curriculum for grades 9-12 | ● |
| | c. Care Solace App for 24/7 referral service | ● |
| | d. Atlas App for mindfulness and stress management | ● |

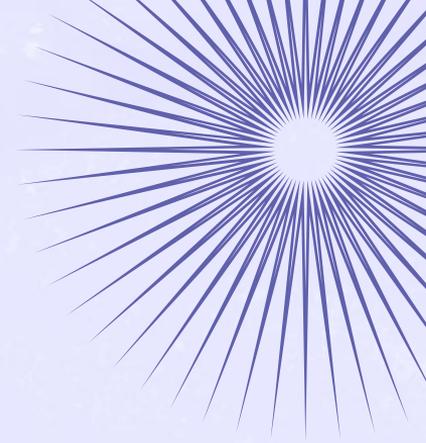
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| 2. Provide staff training on Community Resilience Model to learn trauma informed practices | Professional development to all JUHSD staff | ● |
|---|---|---|

| | | |
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| 3. Provide training on community building, implicit bias, and restorative practices to improve school climate | a. Site specific training plan based on needs assessment results | ● |
| | b. Administrator training on restorative practices | ● |

| | | |
|---|--|---|
| 4. Provide an integrated and multi-tiered mental health and wellness support | a. 7 Wellness Counselors/Social Workers | ● |
| | b. 3 additional wellness staff to conduct social work and services | ● |
| | c. Partnership with Daly City Youth Health Center | ● |
| | d. Clinical psychologist interns | ● |
| | e. School psychologist interns | ● |
| | f. Wellness counselor interns | ● |
| | g. Mental health coordinator | ● |
| | h. Improve collaboration between DCYHC and district Wellness staff to maximize the integrated behavioral and mental health supports provided to students; clarify and communicate the availability of these services to JUHSD leadership, staff, students, and families. | ● |

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

LCAP Goal # 2



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|---|--|
| 5. Adopt and implement a restorative discipline matrix to help determine root causes of the issue so that an appropriate response can be implemented | a. Staff training on the matrix ● |
| | b. Monitor and reflect implementation ● |

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|--------------------------------------|---|
| 6. Monitor student attendance | a. Attention to Attendance monitoring system ● |
| | b. Track no-shows from the previous year and conduct home visits ● |
| | c. Recognition of positive student attendance ● |

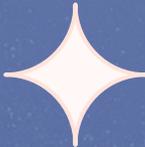
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| 7. Hire staff to oversee attendance, discipline, mental health, and social emotional learning | a. Vice Principal II (formerly classified as Dean of Students) ● |
|--|---|

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

Goal # 2 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|--|------------------|---|-----------------------------|
| Chronic Absenteeism Rate | 18-19 | 20-21 | |
| -All Students | 15.60% | 20.5%  | 12% |
| -African American | 22.60% | 52.6%  | 12% |
| -Hispanic | 22.50% | 31.7%  | 15% |
| -English Learner | 27.50% | 41.5%  | 23% |
| -Students with Disabilities | 27.20% | 28.6%  | 23% |
| Suspension Rate | 19-20 | 20-21 | |
| -All Students | 3.90% | 0.0%  | <3% |
| - African American | 14.50% | 0.0%  | 9% |
| - Pacific Islander | 12.00% | 0.0%  | 9% |
| - English Learner | 7.90% | 0.0%  | 4% |
| - Students with Disabilities | 6.30% | 0.0%  | 4% |
| - Hispanic | 5.70% | 0.1%  | 3% |
| Expulsion Rate | 0% | 0%  | 0% |
| School Climate Survey - Students | Set in Fall 2021 | 57%  | 60% |
| School Climate Survey - Parents | Set in Fall 2021 | 7%  | 50% |
| School Climate Survey - Staff | Set in Fall 2021 | 53%  | 70% |
| Percent of Students Served by the Wellness Team | Set in Fall 2021 | 8%  | 25% |

 Outcome known
  Outcome in progress
  Outcome unknown



LCAP GOAL 2 FINDINGS



GLOWS

Increased mental health staff

*Social emotional learning (SEL)
curriculum*

*Professional development
opportunities on wellness*

Lower suspension rate



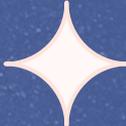
GROWS

*Planning time to implement SEL
curriculum*



*Continued promotion of wellness
services to students, families, and staff*

*Student outreach to address chronic
absenteeism*



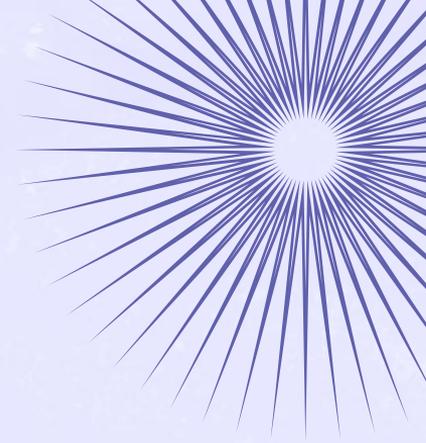
LCAP Goal #3

Develop systems that embrace inclusion, value diversity, and educate our community to confront and dismantle systemic inequities to bring about a more just society.



Broad Goal

LCAP Goal # 3



| | | |
|--|---|---|
| 1. Provide anti-racism education and training to administrators and staff | a. Governance training | ● |
| | b. Site and district administrators training | ● |
| | c. Staff training | ● |
| | d. Meeting and collaboration time | ● |
| 2. Plan and implement Ethnic Studies curriculum | a. Curriculum and professional development | ● |
| | b. Meeting and collaboration time | ● |
| | c. Section to oversee development and implementation | ● |
| 3. Implement grading practices that promote equity | a. Overview training of Grading for Equity and professional development to cohort of teachers to engage in action research on equitable grading practices | ● |
| | b. Meeting and collaboration time | ● |



Completed or Adequate Progress

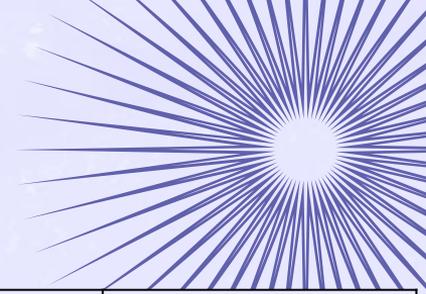


Slow Progress or Inconsistent Implementation



Not Started Yet

LCAP Goal # 3



| | | |
|--|--|---|
| 4. Provide training on LGBTQ+ to help create gender sensitive and inclusive classrooms | a. Professional development | ● |
| | b. Meeting and collaboration time | ● |
| 5. Implement the Comprehensive Coordinated Early Intervening Services (CCEIS) Plan (Significant Disproportionality) | a. Track identified students in the areas of academics, attendance, and behavior | ● |
| | b. Multi-Tiered Support System (MTSS) training | ● |
| | c. Implicit bias and restorative practices training | ● |
| | d. Implement a restorative discipline matrix | ● |
| | e. Ethnic studies curriculum development and implementation | ● |
| | f. Hiring of diverse staff | ● |
| | g. Student focus group of identified students | ● |
| | h. Mentors for identified students | ● |
| | i. 504 Plan handbook | ● |
| | j. Social Emotional Learning Curriculum | ● |
| | k. Special Education District Advisory Committee | ● |

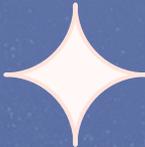
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| 6. Convene an Equity Task Force to help examine and analyze policies and practices in relation to equity and provide direction to the Board of Trustees | a. Develop an equity walkthrough protocol to help identify equity issues that need to be addressed | ● |
| | b. Review district and school practices and suggest ways to align with the equity statement | ● |

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

Goal # 3 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|---|------------------|--|---------------------------------------|
| Staff Equity Survey | Set in Fall 2021 | TBD | 70% |
| Educator Equity Rate (% Minority Certificated Staff and Administrators) | 40.5% | 41% | 50% |
| Perception data from student focus group | Set in Fall 2021 | TBD | 5% of student participation per site |
| MDTP - math benchmark (% of CCEIS identified students who improve from beginning to end of year) | Set in Fall 2021 | TBD | 40% students will increase the scores |
| STAR- ELA benchmark (% of CCEIS identified students who improve from beginning to end of year) | Set in Fall 2021 | 10% of students increased scores from Fall to Winter | 40% students will increase the scores |
| Attendance Rate (% of CCEIS identified students) | Set in Fall 2021 | 97.6% | 90% |
| Discipline Referral Rate (% of CCEIS identified students) | Set in Fall 2021 | TBD | Less than 10% |
| Discipline Referral Rate (all students) | Set in Fall 2021 | TBD | 10% reduction of referral rate |

● Outcome known
 ● Outcome in progress
 ● Outcome unknown



LCAP GOAL 3 FINDINGS



GLOWS

Passionate staff working on equitable practices

Exited out of CCEIS (significant disproportionality) identification

Began work with Courageous Conversations



GROWS

Recruiting and retaining staff of color

Credential requirements for Ethnic Studies (barrier)



Common districtwide discipline referral system



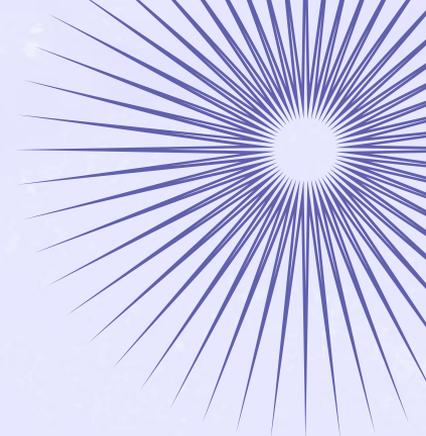
LCAP Goal #4

In the 2024 dashboard, English learners will receive a green indicator in College and Career Indicator



Focus Goal

LCAP Goal # 4



| | | |
|---|--|---|
| 1. 4-year planning with students Learning English | Meet with school counselors to review plan at least twice year | ● |
| 2. Offer alternative English A-G course | Summer school 2022 | ● |
| 3. Staff professional development on integrated and designated ELD courses | Training/workshops | ● |
| 4. Promote State Seal of Biliteracy | Build awareness among students and staff | ● |
| 5. College tutors for students learning English in Career Technical Education classes | Partnership with Skyline College | ● |
| 6. Monitor student progress and grades of students learning English | 6 week monitoring cycle | ● |



Completed or Adequate Progress

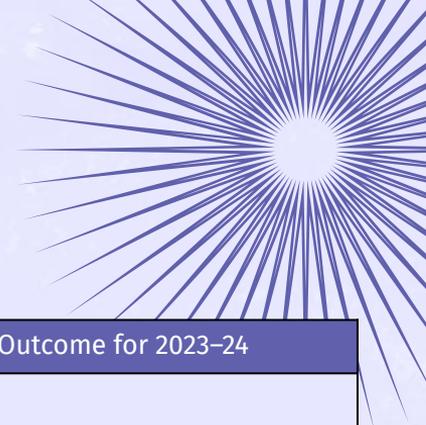


Slow Progress or Inconsistent Implementation



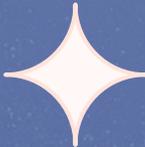
Not Started Yet

Goal # 4 Metrics



| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|--|------------|-----------------------|-----------------------------|
| % of English learners classified as "prepared" in the CCI indicator | 13.60% | N/A | 20% |
| College and Career Indicator - CTE Pathway | 7.10% | 5.1% | 14% |
| College and Career Indicator - College Credit Course Pathway | 17.90% | 7.6% | 25% |
| State Seal of Biliteracy - English Learners | 3 students | 4 students | 9 English Learner students |

● Outcome known ● Outcome in progress ● Outcome unknown



LCAP GOAL 4 FINDINGS



GLOWS

Consistent designated ELD teachers

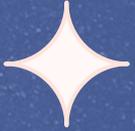
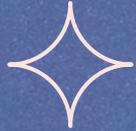
Ellevation system to help monitor student progress

English Learner Teachers on Special Assignment



GROWS

Access of students learning English to dual enrollment, AP, and CTE courses



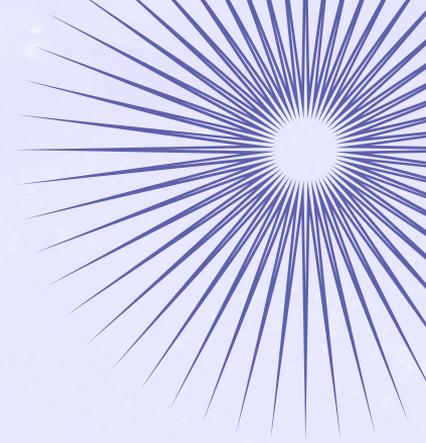
LCAP Goal #5

By June 2022, parents/guardians of English learner students will provide a satisfaction rating of 4 out 5 on the district's intake process



Focus Goal

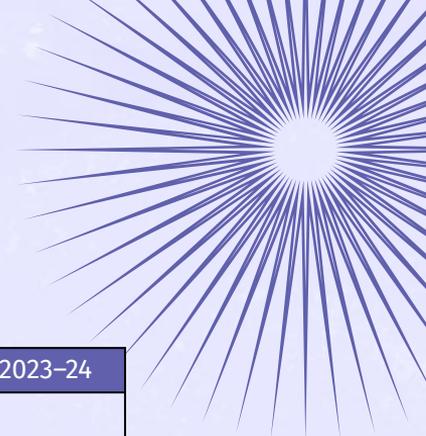
LCAP Goal # 5



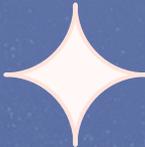
| | | |
|---|--|--|
| 1. Develop a comprehensive and wrap around intake process for students learning English | Meet and collaborate with appropriate stakeholders |  |
| 2. Train ELD staff and counselors on evaluating out of country transcripts | Meet and collaborate with appropriate stakeholders |  |
| 3. Develop survey questions and survey to rate services provided by the English Language Development department | Meet and collaborate with appropriate stakeholders |  |

-  Completed or Adequate Progress
-  Slow Progress or Inconsistent Implementation
-  Not Started Yet

Goal # 5 Metrics



| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|---|------------------|--|---|
| Parent/Guardian Satisfaction Survey Rating | Set if Fall 2021 | TBD  | 4 out of 5 in the parent/guardian survey rating |
| Annual training of counselors | Set if Fall 2021 | TBD  | 1 training per year |
| Development of survey | 0 survey | 1 survey completed  | 1 survey |



LCAP GOAL 5 FINDINGS



GLOWS

Comprehensive intake process that gathers more information about students to help develop a plan of support

Additional district staff to assist with the intake process



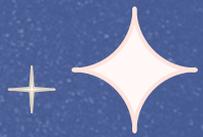
GROWS

Process for warm hand off from district to site level



Progress monitoring of students learning English in the Pacifica schools

Pathway for 16-17 year old students learning English coming in with little to no credits



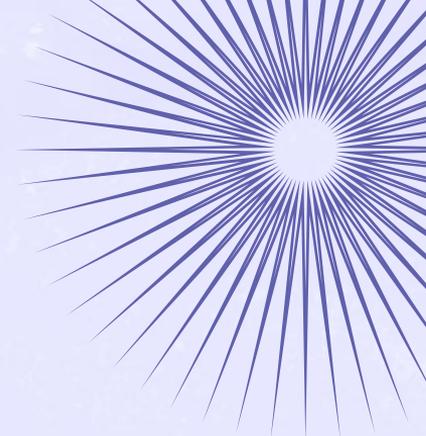
LCAP Goal #6

By July of 2024, 80% of diploma bound students with Disabilities will meet the district's graduation requirements



Focus Goal

LCAP Goal # 6



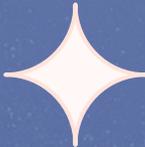
| Actions | Strategies/Services |
|---|--|
| 1. Develop a 4-year plan with Students with Disabilities | Meet with school counselors to review plan at least twice year ● |
| 2. Monitor grades of students with IEP | Review progress report grades in Professional Learning Communities ● |
| 3. Review transcripts and place students appropriately | Review progress report grades in Professional Learning Communities ● |
| 4. Increase access, opportunity, and support in general education courses | Collaboration meetings between general education and special education staff ● |
| 5. Provide tutoring | Before/after school tutoring ● |
| 6. Provide credit recovery opportunities | Targeted and personalized credit recovery opportunity ● |

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

Goal # 6 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | Desired Outcome for 2023-24 |
|---|------------------|---|--|
| Graduation Rate of Students with Disabilities on Diploma Track | 67.3% | 70.10%  | 80% |
| MDTP - math benchmark (% of SWD who improve from beginning to end of year) | Set in Fall 2021 | 59%  | 70% of students with IEP will improve scores |
| STAR- ELA benchmark (% of SWD who improve from beginning to end of year) | Set in Fall 2021 | Fall to Winter Jefferson: 21/28=75% (Term 1) Oceana = TBD Terra Nova = 17/27=63% Westmoor = 11/19=57% District Average = 49/74 = 66%  | 70% of students with IEP will improve scores |

 Outcome known
  Outcome in progress
  Outcome unknown



LCAP GOAL 6 FINDINGS



GLOWS

Increased graduation rate of Students with Disabilities

Benchmark monitoring of progress



GROWS

Increased participation rate of students taking the benchmark assessments



Dedicated time to review and monitor progress



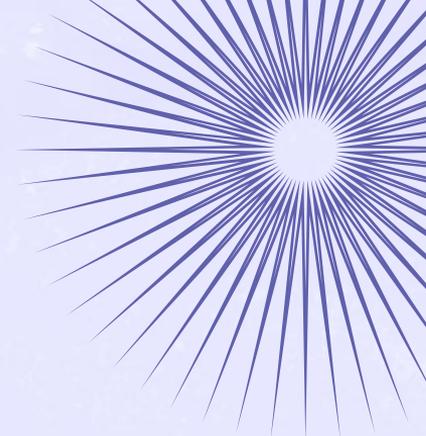
LCAP Goal #7

The metrics and actions based on the state priorities will be regularly evaluated to ensure maintenance of progress, and will be re-evaluated as necessary to determine if they need to be a broad or focus goal



Maintenance Goal

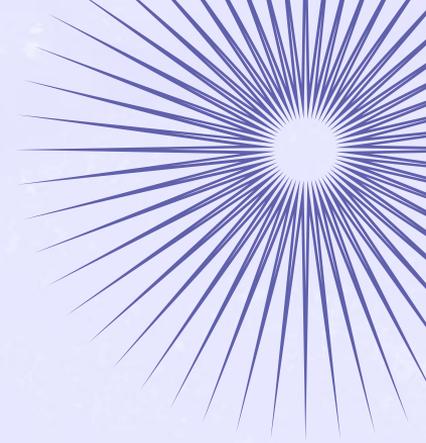
LCAP Goal # 7



| | | |
|---|--|---|
| 1. Provide base program for all students | <u>See Appendix A</u> | ● |
| 2. Safe, clean and well maintained facilities | a. Convene an Emergency Operations Committee at all school sites and the District Office | ● |
| | b. Monitor cleanliness of facilities, especially the restrooms | ● |
| | c. On going training on proper cleaning techniques | ● |
| | d. Monitor ventilation and carbon dioxide level throughout the building | ● |
| 3. Recruit and retain appropriately credentialed and high quality staff | a. Hiring bonus in math, science, world language, and special education | ● |
| | b. Career Technical Education credentials | ● |
| | c. California Subject Examinations for Teachers (CSET) in areas of need | ● |
| | d. CTEL exams | ● |
| | e. Tier 2 administrative credential | ● |

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

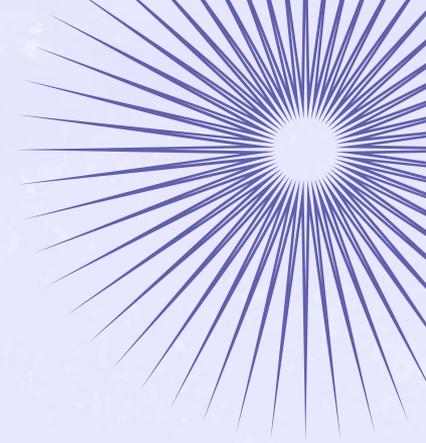
LCAP Goal # 7



| | | |
|---|---|---|
| 4. Provide induction support and services | a. Induction coordinator for General Education | ● |
| | b. Special Education intern supervisor for Special Education teachers | ● |
| 5. Ongoing professional learning opportunities | a. Crisis Prevention Institute | ● |
| | b. San Mateo County Office of Education workshops | ● |
| | c. Annual mandatory trainings through Target Solution | ● |
| 6. Purchase standards aligned instructional and supplemental materials and supplies | a. Materials and supplies | ● |
| | b. Textbook adoption for World Language, Chemistry, and AP US History | ● |
| 7. Parent engagement | a. School Climate survey | ● |
| | b. Parent workshops | ● |

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

LCAP Goal # 7



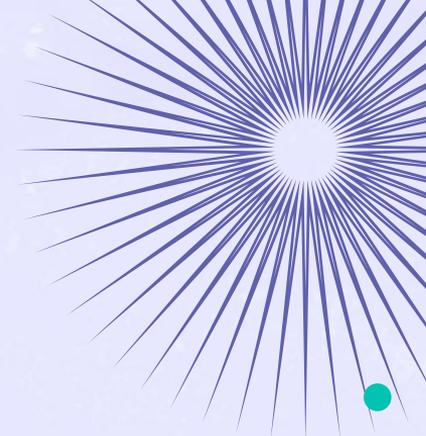
| | | |
|------------------|---|---|
| 8. Student voice | a. Student Advisory Council | ● |
| | b. Student Advisory Council Survey | ● |
| | c. School climate survey | ● |
| | d. Associated Student Body training for students | ● |
| | e. Peer assistance program training and material | ● |
| 9. Communication | a. Weekly district updates to staff and community | ● |
| | b. Mass communication platform | ● |
| | c. Social media presence | ● |
| | d. Up-to-date district and school websites | ● |
| | e. Interpretation and translation services | ● |
| | f. Director of Communication | ● |
| | g. Training on communication platform | ● |

- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet

LCAP Goal # 7

| | |
|--|---------------------------------|
| 10. Tutoring, basic supplies and needs for unduplicated students (English learner, foster youth, homeless, low income) | School site referral of needs ● |
| 11. Site allocation to provide targeted supports for unduplicated students | Jefferson High School ● |
| | Oceana High School ● |
| | Terra Nova High School ● |
| | Thornton High School ● |
| | Westmoor High School ● |

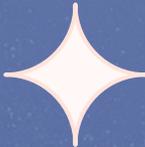
- Completed or Adequate Progress
- Slow Progress or Inconsistent Implementation
- Not Started Yet



Goal # 7 Metrics

| Metric | Baseline | Y1 - Mid Year Outcome | | Desired Outcome for 2023-24 |
|--|------------------|-----------------------|---|-----------------------------|
| Facilities Inspection Tool | Exemplary | Exemplary | ● | Exemplary |
| Ineffective Teacher Rate | Set in Fall 2021 | TBD | ● | Less than 5% |
| Out of Field Teacher Rate | Set in Fall 2021 | TBD | ● | Less than 5% |
| Inexperienced Teacher Rate | Set in Fall 2021 | TBD | ● | Less than 5% |
| Certificated Staff Retention Rate | 91.50% | 84.96% | ● | 90% |
| Administrator Retention Rate | 77.80% | 82% | ● | 90% |
| Student Advisory Survey | Set in Fall 2021 | TBD | ● | 55% participation |
| CA Parent Survey | Set in Fall 2021 | TBD | ● | 55% participation |
| Communication Effectiveness Feedback Survey | Set in Fall 2021 | TBD | ● | 55% participation |

● Outcome known ● Outcome in progress ● Outcome unknown



LCAP GOAL 7 FINDINGS



GLOWS

Professional development opportunities

Induction coach and mentors for new staff in Special Education

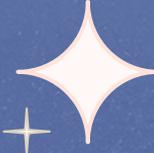
Student Advisory Council



GROWS

Recruiting and retaining staff





SUPPLEMENT to the Annual Update



One-time mid-year report related to the actions associated with the additional state and federal funding received to support recovery

- 
- Data Collection (December - January)
 - Board Presentation (February)
 - Include in LCAP (June)
- 
- 

RESOURCES

MID-YEAR
REPORT

SUPPLEMENT TO
THE ANNUAL
UPDATE

ESSER III
PLAN

EXPANDED LEARNING
OPPORTUNITY GRANT
PLAN

EDUCATOR
EFFECTIVENESS GRANT
PLAN



Questions?
