SWEETWATER UNION HIGH SCHOOL DISTRICT

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goals and Actions

Goal

Goal #	Description
1	Broad Goal: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career. State priorities addressed in this goal: Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement Priority 7: A broad course of study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4C: ELA SBAC	2018-19 RED: Students with Disabilities: 83 Below Standard ORANGE: African American: 11.6 Below Standard English Learners: 50.6 Below Standard	2020-21 (Calculated by SUHSD Staff) RED: Students with Disabilities: 123 Below Standard ORANGE: African American: 13 Below Standard English Learners: 37 Below Standard	2021-2022 California Dashboard District wide: LOW performance level: 7 Below Standard VERY LOW: American Indian: 56 Below Standard Students with Disabilities: 107 Below Standard English Learners: 73 Below Standard Homeless: 119 Below Standard	2022-23 California Dashboard ORANGE: All students:10 Below Standard RED Students with Disabilities: 113 Below Standard English Learners: 85 Below Standard Foster Youth: 76 Below Standard ORANGE	ELA SBAC Students with Disabilities: 38 Below Standard African American: 20 Above Standard English Learners: 10 Below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster Youth: 76 Below Standard LOW Socioeconomically Disadvantaged: 37 Below Standard African American: 33 Below Standard Hispanic: 27 Below Standard	Homeless: 120 Below Standard Socioeconomically Disadvantaged: 37 Below Standard African American: 34 Below Standard Hispanic: 32 Below Standard Pacific Islander 27 Below Standard	
State Priority 4C: Math SBAC	2018-19 RED: Foster Youth: 132.5 Below Standard Homeless Youth:119.1 Below Standard Students with Disabilities: 148.6 Below Standard ORANGE: English Learners: 104 Below Standard Socioeconomically Disadvantaged: 78 Below Standard African American: 80 Below Standard Hispanic: 75 Below Standard	2020-21 (Calculated by SUHSD Staff) RED: Foster Youth: 148 Below Standard Homeless Youth: 119 Below Standard Students with Disabilities: 158 Below Standard ORANGE: English Learners: 75 Below Standard Socioeconomically Disadvantaged: 78 Below Standard African American: 58 Below Standard Hispanic: 71 Below Standard	2021-2022 Dashboard VERY LOW: English Learners: 129 Below Standard Foster Youth: 163 Below Standard Homeless Youth: 158 Below Standard Students with Disabilities: 169 Below Standard LOW: African American: 103 Below Standard American Indian: 108 Below Standard Hispanic: 101 Below Standard	2022-23 California Dashboard ORANGE: All students: 77 Below Standard RED: English Learners: 136 Below Standard Homeless Youth:171 Below Standard ORANGE: Foster Youth: 136 Below Standard Hispanic: 100 Below Standard Pacific Islander 86 Below Standard	Math SBAC Foster Youth: 95 Below Standard Homeless Youth:75 Below Standard Students with Disabilities: 100 Below Standard English Learners: 70 Below Standard Socioeconomically Disadvantaged: 54 Below Standard African American: 55 Below Standard Hispanic: 70 Below Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Socioeconomically Disadvantaged: 106 Below Standard	Students with Disabilities: 172 Below Standard	
Suspension Rate	2018-19 RED: African American: 9.2% Foster Youth: 12.8% ORANGE: English Learners: 6.6 Homeless Youth: 8.1% Socioeconomically Disadvantaged: 5.8% Students with Disabilities: 8.5% American Indian or Alaska Native: 6.8%	2020-21 RED: African American: 0.2% Foster Youth: 0.0% ORANGE: English Learners: 0.1% Homeless Youth: 0.0% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.2% American Indian or Alaska Native: 0.0%	2021-2022 Dashboard VERY HIGH African American: 10.5% Foster Youth: 19.8% Homeless Youth: 10.1% HIGH American Indian: 7.3% English Learners: 7.8% Pacific Islander: 7.2% Socioeconomic Disadvantaged: 6.7% Student with Disabilities: 8.8%	2022-2023 Dashboard ORANGE: All students: 6.2% RED English Learners: 9.1% Homeless Youth: 10.8% Student with Disabilities: 9.5% ORANGE African American: 10% Foster Youth: 10.3% Hispanic: 6.9% Two or More Races: 6.2% Socioeconomic Disadvantaged: 7.4% 2023-2024 Mid Year Data All students: 3.8%	Suspension Rate African American: 5% Foster Youth: 6% English Learners: 3% Homeless Youth: 4% Socioeconomically Disadvantaged: 3% Students with Disabilities: 4% American Indian or Alaska Native: 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				English Learners: 6.4% Homeless Youth: 9.8% Student with Disabilities: 6.2% African American: 5.7% Foster Youth: 8% Hispanic: 4.3% Two or More Races: 2.5% Socioeconomic Disadvantaged: 4.7%	
State Priority 5E: Graduation Rate	2018-19 White: 84.1% Students with Disabilities: 69.8% *2019-20 Overall: 90.7% White: 90.4% Students with Disabilities: 75.5% *California Grad Plan	2020-21 Overall: 83.9% White: 83.2% Students with Disabilities: 68.5% *California Grad Plan	2021-2022 Dashboard Overall: 86.8% LOW: African American: 79.9% English Learners: 77.8% Homeless Youth: 69.9% Students with Disabilities: 72.1% * California Grad Plan	2022-2023 Dashboard GREEN All Students: 88.9% ORANGE: Foster Youth: 71.4% * California Grad Plan	Graduation Rate White: 90% Students with Disabilities: 80%
State Priority 4D: English Learner Progress	2019-20 Local Measure. This is the percentage of	2020-21 Local Measure. This is the percentage of	2021-22 Local Measure. This is the percentage of	2022-23 Local Measure. This is the percentage of	Increase the percent of English Learners that score 50% or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners that scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 19-20 Fall: 39% 19-20 Spring: 45%	English Learners that scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 20-21 Fall: 14.0% 20-21 Spring: 6.3%	English Learners that scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 21-22 Fall: 4.9% 21-22 Spring: 22.8%	English Learners that scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 22-23 Fall: 26% 22-23 Spring: 23% 2023-24 Mid Year Data 23-24 Fall: 24 %	more on the English Language Arts End of Course Exam to 55%
State priority 4A: College and Career Readiness A-G Completion	A-G Completion rate in 2019-20 is 51.5%	A-G Completion rate in 2020-21 is 54%	A-G Completion rate in 2021-22 is 51%	A-G Completion rate in 2022-23 is 51%	A-G Completion rate All Students: 60%
Seal of Biliteracy	SUHSD had 834 students earn the Seal of Biliteracy in 2019-20	SUHSD had 1070 students earn the Seal of Biliteracy in 2020-21	SUHSD had 624 students earn the Seal of Biliteracy in 2021-22	SUHSD had 712 students earn the Seal of Biliteracy in 2022-23	1200 students earn the Seal of Biliteracy
State Priority 1B: Materials Sufficiency and Standards Aligned Instructional Materials	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned	100% of Material are sufficient and Standards are aligned
State Priority 2: Implementation of Academic Content and State Standards adopted by state board	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state. Instructional guides

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					reviewed and updated as needed.
ELPAC Progress	2019-20 46% of English Learners performing at level 3 or 4 on ELPAC	2020-21 44% of English Learners performing at level 3 or 4 on ELPAC	2021-22 48% of English Learners performing at level 3 or 4 on ELPAC	2022-23 51% of English Learners performing at level 3 or 4 on ELPAC	60% of English Learners perform at level of 3 or 4 on ELPAC
English Learner Reclassification Rate	2019-20 9% Reclassification Rate	2020-21 11.8% Reclassification Rate	2021-22 5.1% Reclassification Rate	2022-23 9% Reclassification Rate 2023-24 Mid Year Data 11% Reclassification Rate	20% Reclassification Rate
State Priority 4B: Advanced Placement Passage Rate	2019-20 61% Pass Rate	2020-21 49% Pass Rate	2021-22 58% AP Pass Rate	2022-23 58.8% AP Pass Rate	65% Pass Rate on Advanced Placement Exams
Goal 8: Other Pupil Outcomes - Career Technical Education Enrollment or Completion Rate	2019-20 14% enrolled; 6% completed Career Technical Education courses/pathways.	2020-21 12% enrolled in CTE; 5% completers in CTE	2021-22 48% enrolled in CTE (Grade 12); 12.8% completers in CTE (Grade 12)	2022-23 46% enrolled in CTE (Grade 12); 9% completers in CTE (Grade 12) 2023-24 Mid Year Data 45% enrolled in CTE (Grade 12)	25% will be enrolled in Career Technical Education courses and 10% will be completers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2B: Implementation of Standards	English Learners will access the Common Cores State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language proficiency. Instructional guides and End of Course Exams are all 100% aligned to the standards.	English Learners will access the Common Cores State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language proficiency. Instructional guides and End of Course Exams are all 100% aligned to the standards.	English Learners will access the Common Cores State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language proficiency. Instructional guides and End of Course Exams are all 100% aligned to the standards.	English Learners will access the Common Cores State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language proficiency. Instructional guides and End of Course Exams are all 100% aligned to the standards.	100% alignment
State Priority 4C: Pupil Achievement	Increases the percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness such as the PSAT. 2019 Dashboard The Early Assessment Program results were as follows in 2019. English Language Arts	2021 CAASPP Results The Early Assessment Program results were as follows in 2021. English Language Arts 21% Exceeded Standard and were college ready 32% more Met Standards and were conditionally ready Mathematics 16% Exceeded Standard and were College Ready	2022 CAASPP Results The Early Assessment Program results were as follows in 2022. English Language Arts 25% Exceeded Standard and were college ready 31% more Met Standards and were conditionally ready Mathematics 8% Exceeded Standard and were College Ready	2023 CAASPP Results The Early Assessment Program results were as follows in 2023. English Language Arts 24% Exceeded Standard and were college ready 30% more Met Standards and were conditionally ready Mathematics 8% Exceeded Standard and were College Ready	Increase the number of students demonstrating college preparedness on the EAP by 3% each year in both English Language Arts and Math.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26% Exceeded Standard and were college ready 32% more Met Standards and were conditionally ready Mathematics 9% Exceeded Standard and were College Ready 19% more Met Standards and were conditionally ready	20% more Met Standards and were conditionally ready	15% more Met Standards and were conditionally ready	16% more Met Standards and were conditionally ready	
State Priority 7A: A broad course of study	Ensure that programs are developed and provided to unduplicated pupils and students with disabilities to have access to a broad course of study. The baseline for this goal is 100%.	Ensure that programs are developed and provided to unduplicated pupils and students with disabilities to have access to a broad course of study. The baseline for this goal is 100%.	Ensure that programs are developed and provided to unduplicated pupils and students with disabilities to have access to a broad course of study. The baseline for this goal is 100%.	Ensure that programs are developed and provided to unduplicated pupils and students with disabilities to have access to a broad course of study. The baseline for this goal is 100%.	100% access to a board course of student for unduplicated students and students with disabilities is available.

Goal Analysis

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.

Teaching and learning was the focus goal for the District in 2023-2024. The actions and services associated with Goal 1 align to provide students with optimum classroom opportunities and environmental supports to improve their academic outcomes. Implemented actions included initiatives to decrease class sizes and improve counselor-to-student ratios, Tutoring, fostering more personalized support for students. Efforts were directed towards supporting English Learners and promoting college readiness through programs like AVID. Challenges arose, particularly in staffing AVID tutors, leading to the redirection of funds for alternative College preparedness activities.

Additional assistant principals were deployed to smaller schools to bolster instructional leadership and enhance student support and achievement. Targeted testing strategies, like PSAT for 11th graders, were implemented to refine SAT preparation by identifying areas needing improvement. Professional Development emphasized on textbook adoption aimed to ensure that teachers effectively utilized and integrated new instructional materials into their teaching practices. Professional development sessions were organized to familiarize teachers with the content and pedagogical approaches of the new textbooks, enabling them to deliver high-quality instruction aligned with curriculum standards. Professional development will continue to be the cornerstone plan for improving the quality of instruction in addition to offering Induction supports for new teachers and coaching opportunities at school sites.

- Action steps 1.2 & 1.4 - Class size reduction was fully implemented and provided additional opportunities for small group instruction and student individualized support in each classroom.
- Action Step 1.3 - ELD, AVID and Bilingual class size reduction were fully implemented and provided more individualized support for English Learners and guidance for College and Career readiness.
- Action Step 1.4 - Lower student-counselor ratio of 360:1 allowed counselors to continue to provide more personalized approach to College and Career Readiness and individualized interventions for EL, LI, FY, HY students. Counselors were provided for Palomar High and Alta Vista Academy alternative schools.
- Action Step 1.5 - District Curriculum Teachers on Special Assignment provided district professional development and support to school sites with the implementation of standards based teaching and learning and Professional Learning Communities.
- Action Step 1.6 - Site Bilingual testers continued to support students' individualized needs and effective classroom instruction that leads to student engagement and mastery. College tutors supported EL, LI, FY, and HY in the areas of Mathematics.
- Action Step 1.7 & 1.17 - College and Career Education teachers and classroom activities supported students with College preparedness and school to career activities. This was fully implemented and has led to an increase in the number of students completing CTE pathway courses.
- Action Step 1.8 & 1.22 - The Library Media centers continued to extend hours and resources in order to provide tutoring and assistance to all students, during, before, and after school, including evening hours. The sites were allocated this budget and this action step was part of the School Plan for Student Achievement.
- Action Step 1.9 - District AVID TOSA and site AVID coordinators worked with site administrators, counselors, and students to implement the AVID program including recruiting college tutors from local colleges and universities. Due to difficulty with hiring College Tutors some sites were unable to utilize the funds allocated for College Tutors and repurposed the funds for College preparedness such as College field trips and guest speakers.

Action Step 1.10 - Additional Assistant Principals were placed at five of the smaller Middle schools and all other schools and continued to provide instructional leadership for all students with a focus on monitoring, evaluating, and accountability principally targeting toward EL, LI, FY, and HY students. The small sites would normally only have one Assistant Principal assigned.

- Action Step 1.11 - District COSAs facilitated college readiness planning and coordination including compact for success, college fairs, and other events that foster access to college. The position was fully implemented but LCAP funds were not utilized to support this position in 2023-24.
- Action Step 1.12 - There was a significant increase in the requested and needed materials for all schools such as textbooks, innovative, researched-based social/emotional curriculum, and need-based instructional material to support all students. ESSER funds were utilized for this action step.

- Action Step 1.13 - Sites utilized the site intervention funds allocated to them to provide interventions such as before/after school tutoring, Saturday tutoring, online and in person credit recovery class throughout the school year.
- Action Step 1.14 & 1.19 - Summer school was fully implemented to ensure additional academic support to students needing credit recovery. ESSER funds were used to support summer schools.
- Action Step 1.15 - Site level PLC pullout days were not fully implemented across the district due to sub shortages. Sites utilized their minimum day schedules for PLC meetings.
- Action Step 1.16 - Research and Evaluation staff supported the district and site by providing summary data to staff on multiple measures of performance by school, paired with professional development opportunities to share best practices, participating in co-learning activities, deepening the teacher's knowledge of effective teaching and learning to support ELL, LI, H/F students. The assessment TOSA was added in 2023-24 and was effective in meeting with school site PLC's to support their implementation of the PLC assessment strategies.
- Action Step 1.18 - State & Federal Department effectively provided district-wide technical assistance, professional development, and coaching to department and school sites towards meeting Title I, Title III, and LCAP goals and initiatives, supports, and instructional programs that provide additional supports for English Learners, Foster Youth, and Low-Income students.
- Action Step 1.19 - Learning Recovery coaches were assigned to high schools to support students in the completion of Credit Recovery. Learning Recovery and Acceleration Coaches were effective in all high schools in developing intervention programs for students and supporting teachers in developing learning acceleration strategies to close the achievement gaps specifically for our English Learners, Special Education, Foster, and Homeless students. This action was fully implemented in the 2023-24 school year.
- Action Step 1.20, 1.21, 1.28, 1.29, 1.30 - Additional staffing for coordinator and supplemental supplies was provided for IB, FLAGS and SCPA programs.
- Action Step 1.23 - Provided expanded learning opportunities through science, technology, engineering, arts, and mathematics extracurricular activities that included robotics, cybersecurity, and other related programs designed to engage and develop 21st-century skills for our Homeless and Foster youth, English Learners, students with disabilities, and low income students. Many students participated and benefited from these activities throughout the year.
- Action Step 1.25 - PSAT testing was only provided to 11th graders and scores were utilized to plan additional supports for the SAT, so students would have a better opportunity to succeed. These scores were shared with and analyzed by teachers to target specific areas that needed emphasis by incorporating the skills that students need most need to be college ready.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between budgeted expenditures and estimated actual expenditures included the following areas:

- Action Step 1.2 - FLAGS Lower Student to teacher ratio- estimates were lower than actual costs.
- Action Step1.3 - ELD, AVID, Bilingual Class size reduction- estimates were higher than actual costs. It was difficult to staff tutors because of staffing shortages.
- Action Step 1.4 - Reduction Counselor caseload - increase in negotiated salaries for SCGA attributed to the increased expenditures.

- Action Step1.5 - District TOSAs- estimates were higher than actual costs. Certain TOAS positions were covered by one-time monies to address student learning loss.
- Action Step 1.6 - Bilingual Tester - Staff vacancies caused the material difference.
- Action Step 1.7- College and Career Technical Education Teachers- the original budgeted amount was over estimated.
- Action Step 1.8 - Extended Library Hours- the original budgeted amount was overestimated.
- Action Step 1.9 - AVID Programs -increase in salaries district-wide caused this increase in expenditures.
- Action Step 1.10 - Assistant Principals- Increase in salaries district-wide caused this increase in expenditures.
- Action Step 1.11 - District COSA - Position was funded from other funds this year.
- Action Step 1.12 - Supplemental Instructional materials - with the textbook adoptions that occurred last year, teachers explored the new materials and wanted more time to assess their needs for additional supplemental instructional materials. ESSER funds were utilized.
- Action Step 1.13 - Site Interventions - ESSER III funds were utilized for interventions since they were sunsetting at the end of this year.
- Action Step 1.14 - Summer School - ESSER III and LCAP funds will used for Summer School; this caused a decrease in LCAP expenditures.
- Action Step 1.15 - PLC Pullout Days - site provided PLC pullout days, but not to the expected level due to substitute shortages.
- Action Step 1.19 - Counselors, Summer school and Intersession - at the time for the LCAP development, these expenditures had not been accrued.

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- Action Step 1.27- Professional Development for Math and Science teachers was implemented, but not to the level expected due to substitute shortages. Individual site professional development occurred that was funded from other budgets.
- Action Step 1.31 -Professional Development for ELD did not occur at the expected level because of the substitute shortage. Individual site professional development occurred that was funded from other budgets.
- Action Step 1.32 - Bilingual Teachers at Launch and Learning Centers- only one Bilingual teacher was hired for Launch. Learning Centers did not develop a bilingual program because there were no students enrolled at the Learning Centers with bilingual needs.
- Action Step1.33 -School Leadership Team pullouts did not occur at every school site because of the substitute shortage this year. Sites were creative in their approach to maintaining the SLT work. Individual site professional development occurred that was funded from other budgets.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of implementing Action Steps 1.3, 1.4, 1.5, 1.7, 1.9, 1.11, 1.14, 1.16, and 1.17 have yielded the following positive results: The District's focus on class size reduction, individualized support, English Learners, professional development for teachers has been effective. This is demonstrated by an increase in the ELPAC performance for students earning a 3 or 4 on the ELAPC. There has been an increase from 46% to 51% in this performance area.

The emphasis on College and Career Readiness has been effective in these action steps. This demonstrated by the following data; AP pass rate rose from 49% to 59%, aligning closely with pre-pandemic rates. CTE participation among seniors surged from 12% to 50%, with CTE completers increasing from 12% to 12.8%. EAP results showed improvement, with the percentage of students deemed "College Ready" rising from 21% to 25% in 2022. The graduation rate increased from 83.9% to 88.9%, attributed to additional staff, lower counselor-to-student ratios, reduced teacher ratios, and enhanced support and interventions, aiding students in credit recovery and meeting California Graduation Plan requirements.

The effectiveness of implementing Action Steps 1.2, 1.12, 1.13, 1.14, and 1.15 didn't yield the results we anticipated:
Areas of growth in response to the challenges posed by over a year of distance learning and the subsequent return to in-person classes amidst ongoing pandemic impacts. Reviewing Dashboard data for 2022-2023, concerning trends were observed in student performance, particularly in State Priority 4C areas.
For ELA SBAC, district-wide performance levels were notably low, with certain student groups, including Students with Disabilities, Homeless, Foster Youth, and English Learners, exhibiting significantly below-standard performance. English Learners, in particular, were 128 points below the standard.
Similarly, in Math SBAC, performance levels remained low district-wide, with Students with Disabilities, Homeless, Foster Youth, and English Learners displaying the lowest levels of achievement. Notably, these groups were found to be 172 points below the standard in Math SBAC. These findings underscore the need for targeted interventions and support measures to address the academic challenges faced by these student groups and foster their educational success. The impact of distance learning and learning loss from the pandemic on teaching and learning has resulted in student Dashboard academic data reflecting substantial needs. The 2022-23 Dashboard data shows the following:

State Priority 4C: ELA SBAC: District wide the level of performance was low. The following student groups performed very low: Students with Disabilities, Homeless, Foster, and English Learners.
Students with Disabilities: 113 points below standard
Homeless and Foster Youth: 120 points below standard
English Learners: 128 points below standard
State Priority 4C - Math SBAC - The distance from met from all groups increased from 2020-21. District wide the level of performance as low with the following student groups the lowest. Students with Disabilities, Homeless, Foster, and English Learners
Students with Disabilities: 172 points below standard
Homeless and Foster Youth: 171 points below standard
English Learners: 172 points below standards

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.

To improve academic achievement, the district will continue implementing various programs and supports. This includes providing additional tutoring both during and outside class, supporting Summer Programs and enrichment activities, and curriculum TOSAs for professional development. The district will continue class reduction, particularly for English Learners and students with disabilities, while ensuring

counselors have manageable case loads to focus on post-secondary education preparation. Furthermore, the district will continue supporting AVID classes, intervention activities, and Career Technical Education pathways. The goal is to provide tailored support to all students, including those requiring intervention or additional assistance, while promoting mastery of standards and college readiness. Below are some of the key action steps that are modified or added to the 2024-25 LCAP plan as a result of stakeholder feedback.

- Action Step 1.14 & 1.19 - Additional support for Summer Programs and enrichment opportunities for for students to recover credit and improve their GPA's. improve grades.
- Action Step 1.5 - Additional Curriculum TOSA to support site level professional development activities. Continued professional development for teachers is an area of need.
- Action Step 1.11 - Additional Counselor on Special Assignment (COSA) to provide technical support and district level coordination of College and Career Readiness activities.
- Action Step 1.2 - Continue class size reduction to support students with mastery of standards. The smaller class averages will continue despite staffing shortages and a decline in enrollment. Individualized support was listed as an area of need in Parent, Teacher, and Student surveys.
- Action Step 1.4 - Continue Counselor case load reduction to ensure that students are prepared for post-secondary education and career options, including counseling on college pathways. Provide counselor for AVA.
- Action Step1.9b - Additional individualized academic support through tutors to provide small group instruction and 1:1 support. Emphasis on providing support for students with disabilities, English Learners (EL), and those in need of targeted intervention.
- Action Step 1.19 - Addition of Learning Recovery and acceleration coaches at each site to support student with intervention and credit recovery. Coaches will support all high schools in developing intervention program to address needs of English Learners, Special Education and Homeless and Foster Youth.
- Action Step 1.3 - Continue class size reduction for ELD and Bilingual classes to support the needs of the English Learners.
- Action Step 1.9 - Continue to support AVID classes to support College & Career Readiness by class size reduction and Site Coordinators. Addition of district AVID TOSA to provide technical assistance to the school site coordinators.
- Action Step 1.7 - Continue Career Technical Education teachers as district's Parents and staff provided feedback that students needed more opportunities to explore careers and experience options of highly engaging courses. Student survey indicate a need for more school to career opportunities.
- Action Step 1.7 - Continue activities and programs that promote post-secondary education and career options, including counseling on college pathways.
- Action Step 1.20 - Additional support for CTE pathway for IB program.
- Action Step 1.12 - Additional standards based instructional materials and supplies for schools.
- Action Step 1.33 - Additional funding to support placement of high quality substitutes in the classrooms.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Broad Goal: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district. State Priorities addressed in this goal: Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019-20 Attendance Rate: 95.92%	20-21 Attendance Rate: 96.5%	2021-22 Attendance Rate: 91.5%	2022-23 Attendance Rate:90.9%	Increase attendance rate to 98% by Year 3
Chronic Absenteeism	2018-19: 7.8% 2019-20 12.5%.	2020-21:12%	2021-22 Chronic Absenteeism 24%	2022-23 Chronic Absenteeism ORANGE All Students: 22 % RED African American: 24.7% ORANGE Asian: 10% Filipino: 8% Foster Youth: 34%	Chronic Absenteeism less than 9% by Year 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Hispanic: 25% Homeless Youth: 47% White: 21% 2023-2024 Mid Year Data All Students: 18% African American: 17% Asian: 8% Filipino: 10% Foster Youth: 27% Hispanic: 20% Homeless Youth: 36% White: 16%	
Priority 5 Pupil Engagement: Dropout Rate	2019-20 drop out rate: High School: 4.2%. Middle School: 2 Students	2020-21 drop out rate: High School: 7.4% 502 students Middle School: 1 student dropout	2021-22 drop out rate: High School: 6.6% 448 students Middle School: 2 student dropouts	2022-23 drop out rate: High School: 5.4% 376 students	High School Drop out Rate less than 2% by Year 3 Middle School Dropout rate = 0 by Year 3
CORE SEL Survey	On the 2019-20 CORE SEL Survey 57% of our students stated they were connected to school, while only 47% of students felt safe at school.	On the 2020-21 CORE Rally Survey 63% of students stated that they had positive staff relationships. (Questions were slightly different than CORE SEL because of Distance Learning)	On the 2021-22 CORE SEL Survey 59% of our students stated they were connected to school, while 50% of students felt safe at school.	On the 2022-23 CORE SEL Survey 54% of our students stated they were connected to school, while 46% of students felt safe at school. 2023-2024 Mid Year Data	Increase connected at school to 67% and safety at school to 57%.by Year 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Survey 54% of our students stated they were connected to school, while 45% of students felt safe at school.	
Priority 6: School Climate Expulsion Rate	2019-20 Expulsion Rate Middle School Expulsion Rate 0 High School Expulsion Rate 0	2020-21 Expulsion Rate Middle School Expulsion Rate 0 expelled during Distance Learning High School Expulsion Rate 0 expelled during Distance Learning	2021-22 Expulsion Rate Middle School Expulsion Rate 15 expelled High School Expulsion Rate 10 expelled District rate <1%	2022-23 Expulsion Rate Middle School Expulsion Rate 12 expelled High School Expulsion Rate 20 expelled District rate <1%	Maintain expulsion rate at 0 for both Middle School and High School
Priority 6: School Climate California Healthy Kids Survey Parents and Staff	Not administered to staff and parents	Not administered to staff and parents	Spring 2023 California Healthy Kids Survey Safety 25% of staff strongly agree that school is safe for students. (808 responses) 28% of staff strongly agree that school is safe for students (815 responses)	Spring 2023 California Healthy Kids Survey Safety 25% of staff strongly agree that school is safe for students. (808 responses) 28% of staff strongly agree that school is safe for students (815 responses)	Increase the "Agree" and "Strongly Agree" response by 15% each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			22% of parents strongly agree that school is a safe place for my child. (1599 responses) Connectedness 27% of staff strongly agree that a supportive working environment exists. 41% of parents answered affirmatively that they are participating in their child's school.	22% of parents strongly agree that school is a safe place for my child. (1599 responses) Connectedness 27% of staff strongly agree that a supportive working environment exists. 41% of parents answered affirmatively that they are participating in their child's school.	

Goal Analysis

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.

The only substantive difference was the funding for our Resource Officers in Action Step 2.4. We did not utilize the LCAP to fund the Resource Officers.

- Action Step 2.3 - ASSISTANT PRINCIPALS (MS), CAMPUS ASSISTANTS, ATHLETIC DIRECTORS, AND ATTENDANCE COORDINATORS were fully implemented is support of the SUHSD Equity Plan and Multi-Tiered System of Support (MTSS) to systematically address support for all students.
- Action Step 2.4 - The LCAP funds were not used to provide Resource Officers. Additional supervision was provided to support student during lunch periods when many students struggle with anxiety, exclusion, and behavioral stressors.
- Action Step 2.5 - ASSISTANT PRINCIPALS OF STUDENT ACTIVITIES (HS) and ASB ADVISORS were implemented and continued to organize extracurricular activities that fostered student engagement, inclusion, and support primarily focused on EL, LI, FY, HY, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics. Student

activities emphasized inclusion and culturally relevant themes to expose students to empathetic understandings of each other's differences. Special emphasis was given to students with physical disabilities, those who speak languages other than English and are immigrants, and minority populations at their schools that seldom get recognized due to their small numbers.

- Action Step 2.6 - PSYCHOLOGISTS provided support for physical and mental health, supported the social-emotional wellbeing of all students, and provided a targeted focus for EL, LI. FY and HY students, with special emphasis on our African American. Social workers were not fully implemented.
- Action Step 2.7 - DISTRICT NURSES continued to provide physical and mental health, support the social-emotional well-being of all students, and provide a targeted focus for EL, LI. FY and HY students, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics.
- Action Step 2.8 - RESTORATIVE PRACTICE RESOURCE TEACHERS at the middle schools supported the school site Equity Plans, Restorative Practices strategies, healthy relationships, and wellness and provided a targeted focus for EL, LI. FY and HY students, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics.
- Action Step 2.9 - CUSTODIAL STAFF provided support to after-school programs and activities by ensuring facilities were safe and clean for students and staff and provide a targeted focus and creating a welcoming environment for EL, LI, FY and HY students, with special emphasis on our African American.
- Action Step 2.10 - MENTAL HEALTH STAFF provided social and emotional support to students with a focus on EI, FY, HY, LI, with special emphasis on our African American, Asian/Pacific Islander, and Latinx/Immigrant demographics.
- Action Step 2.11 - EQUITY OFFICE provided training for site personnel to appropriately respond to students in crisis, socioemotional needs, conflict resolution referrals, victims of bullying, social media, with an emphasis on race consciousness and responding to our African American, Asian/Pacific Islander, and Latinx/Immigrant students who have historically have higher incidents of harassment and bullying in schools. Includes MTSS supports for FY, EL, and LI students.
- Action Step 2.12 - FOSTER YOUTH PROGRAM MANAGER provided targeted support to each homeless/foster family by referring them to needed resources and being the bridge from school to community supports needed for students and the entire fa
- Action Step 2.13 - Facilities Improvement /Safety and Security was not implemented in 2023-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between budgeted expenditures and estimated actual expenditures included the following areas:

- Action Step 2.3- Vacancies throughout the year impacted this action step in terms of hiring and retaining campus assistants.
- Action Step 2.4 -This allocated amount was not expended. Vacancies throughout the year impacted expenditures.
- Action Step 2.5 - Additional activities were planned throughout the year and increased salary costs impacted this action step to exceed the original budget.
- Action Step 2.6 - Vacancies throughout the year impacted the expenditure. Substitutes or contracted workers were provided, but at a lower cost.
- Action Step 2.7 - Vacancies throughout the year impacted the expenditure. Substitutes or contracted workers were provided, but at a lower cost.

- Action Step 2.10- Vacancies throughout the year impacted the expenditure. Substitutes or contracted workers were provided, but at a lower cost.
- Action Step 2.11 - Increased services in this area and salary increases led to overall increase in expenditure.
- Action Step 2.13 -Facility improvements were delayed due to material shortages and delays.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of implementing Action Steps: 2.2 - 2.5, 2.9, yielded the following positive results:

- 2% increase in school connectedness and feeling safe at school
- 1% decrease in our drop-out rate

The implementation of these actions made a difference in students feeling connected to school and/or reaching out to an adult for support. In 20/21, CORE changed the questions on their survey and we actually had a 6% increase, but to be consistent in measuring the same questions, we used the 19/20 outcomes to ensure we measure our growth accurately. By investing in staff to create after-school and in school activities along with counselors, librarians, and campus assistants, students were supported in diverse spaces to ensure someone connected with them. This investment in personnel has been critical to ensuring these positive results. Nevertheless, we need to continue to improve to have a greater impact on our drop-out rate. Even though we decreased our drop-out rate by 1%, by creating more avenues for students to engage in school and feel connected, we can continue to decrease our drop-out rate by large margins.

The effectiveness of implementing Action Steps: 2.6-2.8, 2.10-2.12, didn't yield the results we anticipated:

- 12% increase in Chronic Absenteeism
- 5% decrease in our attendance rate
- 25 students expelled

The implementation of these actions did have some success from 19/20 to 20/21, but there was a dip between 20/21 and 21/22. PostCOVID-19 effects have been difficult to address and there has been an increase in student's absences and/or disengagement from school. We saw some improvement in attendance across schools in 23/24 school year, but overall attendance rates and chronic absenteeism rates have not normalized to pre-pandemic levels. We have had increases in students suffering from anxiety and depression along with students not feeling comfortable at school. Due to the increase in mental health and behavior needs, our restorative practices/staff need additional support to manage the high needs at some schools. We will continue to implement these action steps with additional support to supplement the high-needs students are demonstrating in our schools

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.

One minor changes were made to our metrics or our desired outcomes due the administration of the School Climate California Healthy Kids Survey to Parents and Staff . We want to continue measuring using our baseline data for one more year to see if our action step adjustments

will make a difference in our outcomes. We are adding the following actions to this year's LCAP to ensure we have additional support at our schools and district in order to decrease our chronic absenteeism rate and increase our attendance rate.

- Implement, with more fidelity, Multi-Systems of Support in collaboration with Restorative practices and mindsets
- provide staff training for teachers on positive student behavior interactions and mental health supports
- enhance staff presence during the non-instructional time to engage students and develop closer relationships
- provide welcoming and inclusive physical spaces to create safe places where students can feel safe and welcomed.

Below are some of the specific action steps in the LCAP that were modified or added to the 2024-25 plan as a result of stakeholder feedback.

- Action Step 2.12 -Augmented a Program Manager for Homeless and Foster Youth. As part of the differentiated assistance work, students who are homeless and foster need additional supports to graduate, increase attendance, increase credits, and increase grade point average.
- Action Step 2.3 - ASSISTANT PRINCIPALS (MS), CAMPUS ASSISTANTS, ATHLETIC DIRECTORS, AND ATTENDANCE COORDINATORS will successfully implement the SUHSD Equity Plan and Multi-Tiered System of Support (MTSS) to systematically address support for all students.
- Action Step 2.4a - Prior to ESSER funding, the School Resource Officers' contract was included in the LCAP. Through stakeholder discussion, safety and security is a top priority and this action and service has been reintroduced in the LCAP.
- Action Step 2.6b - Wish Well - this program was added to support students needing additional supports in decision-making, coping techniques, behavior interventions, and other social-emotional supports. Mentors and coaches support individual students who are referred to the program.
- Action Step 2.4c - Summer swim program has been added to LCAP as part of the extended learning program for our students. Lifeguards have been added to ensure water safety during aquatics program.
- Action Step 2.5b -SAFETY AND SECURITY Assistant Principal will work with district leadership, local police, and school site administration to establish collaborative efforts to ensure all school environments are safe, secure, and welcoming to all students.
- Action Step 2.4c- STUDENT SUPERVISION - additional lunch stipends will be used to have teachers supervise students during lunch periods when many students struggle with anxiety, exclusion, and behavioral stressors.

Action Step 2.8a: Student Services MTSS team will be Initiating a Restorative Practices (RP)/Multi-Tiered System of Supports (MTSS) Community of Practice by forming a team knowledgeable in MTSS implementation, including those well-versed in student needs and systemic obstacles, with the aim to establish effective improvement teams to tackle challenges and bolster student success via MTSS in a highly impactful manner. Each middle school will be provide a MTSS Resource Teacher allocation.

Action Step 2.8b: Student Services MTSS Team will coordinate efforts among various departments to execute a plan centered on delivering social and emotional support, with a special emphasis on multi-ethnic groups through MTSS training at school sites. The goal is to introduce restorative practices by leveraging existing resources and collaborating with teachers to ensure equitable utilization of curriculum and materials.

- Action Step 2.14: Program Manager Graduation Liaison - Will support Independent students at risk of not graduating with transition to independent Study and other alternative programs to ensure success in graduating.
- Action Step 2.5b -STUDENT SERVICES PROGRAM MANAGER will support all school sites in any MTSS implementation, student crisis, district events, safety, and reengagement plans for chronic absenteeism.

- Action Step 2.13 - Facilities Improvement /Safety and Security- this includes security camera purchase and installation to ensure the safety and security of students and staff; additional facilities improvements to ensure campus safety and environments conducive to teaching and learning. Students feeling physically and emotionally safe will contribute to improved academic achievement.
- Action Step 2.14 - Addition of an 0.4 FTE allocation for school sites to for positions that will support and promote a positive school environment (Attendance coordinators, MTSS Coordinator, Acceleration Coach, CARPE Coordinator, and Middle School ASB Coordinator). These positions will address the needs of the unduplicated students at each school. The position will focus on meeting the needs of the subgroups below that performed at the lowest levels on the CA Dashboard for each school.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Broad Goal: Foster and honor parent/guardian and community engagement to support excellence in each student's success. Focus Goal: School staff will participate in designated workshops to develop welcoming school environments that will increase parents' perception of trust and safety they feel when they interact with school personnel measured by pre-post surveys. State priorities addressed in this goal: Priority 3: Parental Involvement (Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site/District Meeting Sign-Ins	2020-21 - 12,647 Parents participated Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2021-22 - 6,250 Parents participated • Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2022-2023 - 9,636 Parents participated - Aggregate parent participation rates of English Learners, Foster Youth, Homeless, SED, and SWD	2023-24 District Meetings: 603 participants School Site Meetings: 29,534 participants Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	Increase parent participation by 15% Have commensurate participation from rates of English Learners, Foster Youth, homeless, SED, and SWD
School Site/District Educational Workshop Sign-Ins	2020-21 - 1825 Parents participated Aggregate parent participation rates of English Learners,	2021-22 - 2877 Parents participated • Aggregate parent participation	2022-2023 - 5235 Parents participated - Aggregate parent participation rates of English Learners,	2023-24 District Meetings: 322 participants School Site Meetings: 2079 participants	Increase parent participation by 15% Have commensurate participation from rates of English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth, homeless, SED, and SWD	rates of English Learners, Foster Youth, homeless, SED, and SWD	Foster Youth, homeless, SED, and SWD	Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	Learners, Foster Youth, homeless, SED, and SWD
LCAP District Survey & LCP Survey	2020-21 - 7495 Parent Responses Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2021-22 - 1658 Parent Responses • Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2022-2023 - 964 Parent Responses - Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2023-24 District LCAP Survey Parent Feedback: 1388 responses Student Feedback: 346 responses Staff Feedback: 317 responses DELAC/DPAC: 314 responses Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	Increase parent responses by 30% Have commensurate participation from rates of English Learners, Foster Youth, homeless, SED, and SWD
Parent Communication	2020-21 - 14,021 number of parents engaged with Social Medial Platforms Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2021-22 - 957,451 number of parents engaged with Social Medial Platforms • Aggregate parent participation rates of English Learners,	2022-2023 - 230,594 - number of parents engaged with Social Media Platforms - Aggregate parent participation rates of English Learners, Foster Youth, homeless, SED, and SWD	2023-24 Number of parents engaged with Social Medial Platforms District: 29,902 School Site: 1,577,398 Aggregate data for parents of English Learners, Foster	Increase parent engagement by 30% Have commensurate participation from rates of English Learners, Foster Youth, homeless, SED, and SWD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Foster Youth, homeless, SED, and SWD		Youth, homeless, SED, and SWD	
Priority 3: Parent Involvement	2020-21 - 35,988 total number of parental participation in programs for unduplicated pupils and students with disabilities by providing numerous options for parent contact and engagement. This includes phone calls, social media platforms, virtual conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls.	2021-22 - 963,772 total number of parental participation in programs for unduplicated pupils and students with disabilities by providing numerous options for parent contact and engagement. This includes phone calls, social media platforms, virtual conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls.	2022-2023 - 1,558,701 - Total number of parental participation in programs for unduplicated pupils and students with disabilities by providing numerous options for parent contact and engagement. This includes phone calls, social media platforms, virtual conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls.	2023-24 Phone calls, social media platforms, virtual conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls. District: 766,405 School Sites: 1,239,098 Aggregate data for parents of English Learners, Foster Youth, homeless, SED, and SWD	Increase parental participation by 3% of baseline by Year 3.

Goal Analysis

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.

Overall, our growth in parent participation and outreach has been successful due to the high interest in parent education and college workshops. Data analysis indicates a marked increase in parent attendance at both school and district meetings, as well as a notable surge in parent engagement across social media platforms at both levels. While these growth is encouraging, it also underscore the ongoing need

to actively involve parents and provide educational opportunities. Our district remains steadfast in its commitment to engaging parents within their respective schools while fostering an inclusive and culturally affirming environment for all families. Central to this mission is ensuring that every family, including English Learners, Foster/Homeless, Students with Disabilities, and those facing socioeconomic challenges, feels welcomed and valued when seeking resources for themselves or their families .By maintaining a focus on creating a nurturing and inclusive atmosphere, we aim to empower families and strengthen community bonds, thereby enriching the educational experience for all involved.

- Action Step 3.2 C - COMMUNITY RELATIONS FACILITATORS at sites continued to support student success and enhance parent capacity to support the language, and social/emotional needs of our EL, LI, FY, HY, and SWD. Our parent participation has grown due to the support they receive from our CRFs, in collaboration with each site's parent engagement team. Even though there's a significant increase in parent participation, schools are making great efforts to create more welcoming environments for unduplicated students. Funding at all sites to support parent engagement
- Action Step 3.2e - DISTRICT'S PARENT EDUCATION was expanded due to feedback from parent/guardian groups. Partnership with Southwestern College, UCSD, Sweetwater Union High School District Adult Education program with establishing college-level courses for parents to build skills that will support their student English development, computer skills to navigate rapid development in technology, and business skills to advance in their workplace. We have increased the number of parents who participate in workshops, but have found that we could significantly increase participation if we enhance our mode of communication when announcing the workshops.
- Action Step 3.3 - Opportunities were provided for Parent to provide feedback on relevant issues that support student's success. Sites and district solicited feedback via surveys and parent advisory groups. Substantial increase in parents accessing information via Social media Platforms, Phone call, Virtual Conferences, Infinite Campus, and Jupiter grades.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences between budgeted expenditures and estimated actual expenditures included the following areas:

- Action Step 3.2 - Parent Education and Resources - we were able to secure several free parent engagement workshops and resources that led to a decrease in expenditures in this area.
- Action Step 3.3 -Community Outreach and feedback - instead of using a consulting agency to help support this goal, the community outreach and surveys were conducted by district staff leading to a decreased expenditure in this area.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of implementing Action Steps: 2.2 - 2.5, 2.9, yielded the following positive results:

- Action Step 3.2b - The current parent participation has grown due to the support they receive from our CRFs, in collaboration with each site's parent engagement team. This action has had a signification impact in increasing our parent participation at school sites

and at the district level. This has been a very effective strategy to increase the interest of ELL, SWC, and low-income parents participating in their education and the education of their children. Even though there's a significant increase in parent participation, schools are making great efforts to create more welcoming environments for unduplicated students. Funding is allocated to all sites to support parent engagement.

- Action Step 3.2e - The Parent Education was expanded to include courses/trainings from Southwestern College, UCSD, and SUHSD Adult Education program. We have doubled the number of parents who participate in workshops, but have found that we could significantly increase participation if we enhance our mode of communication when announcing the workshops.
- Action Step 3.4 - School sites communicate very effectively using various student information systems, websites, and newsletters. These communication tools have provided more accessible and personalized information. This is a very effective action since we have increased the outreach every year and continue to grow as school sites develop new ways of communicating. The number of parents accessing social media accounts to access information has increased significantly.

The effectiveness of implementing Action Step 3.3 didn't yield the expected results:

- Action Step 3.3 - Initially, this action was successful and we had many parents complete both the LCAP and the LCP survey. In the past three years, we have had a decline in survey completion, but have had success within our district's and site level parent groups such as SSC,DELAC, and DPAC groups. Input has been solicited via discussion at parent meetings as well as empathy interviews. .

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.

We significant growth in parent participation and outreach, particularly through initiatives like parent education workshops and community engagement efforts. This growth reflects a commitment to inclusivity and creating welcoming environments for all families, including those facing various challenges. Key actions include the support provided by Community Relations Facilitators, expansion of parent education programs, and soliciting feedback through surveys and advisory groups. While there's been notable progress, there's also recognition of the need for continuous improvement, especially in enhancing communication methods to further increase parent participation

Below are some of the specific action steps in the LCAP that were modified or added to the 2024-25 plan as a result of stakeholder feedback.

- Action Step 3.2b: Continue COMMUNITY RELATIONS FACILITATORS at sites to support student success and enhance parent capacity to support the language, and social/emotional needs of our EL, LI, FY, HY, and SWD. Professional development for the Community Relation Facilitators will continue, but we will include other site staff that who support parent engagement in order to expand the outreach plan for each school site.
- Action Step 3.2e: DISTRICT'S PARENT EDUCATION will continue to develop topics in collaboration with parent/guardian groups along with establishing college-level courses for parents to build skills that will support their student English development, computer skills to navigate rapid development in technology, and business skills to advance in their workplace.
- Action Step 3.3a: We will continue to administer annual surveys to gather comments and feedback on services, programs, and parent and student needs via digitally, small groups, and by phone. These changes will not additionally cost more funding, but it should generate enough data to determine if the modality of the survey is what is causing parents not complete the survey.

- Action Step 3.3e: Addition of Parent Engagement TOSA to support parent engagement, community outreach/communication, provide additional resource for parents of at-risk students, college and career, parent professional development, staff professional development to increase parent engagement at school sites, district parent meetings. Disaggregating data collected from those parents who are receiving communications from schools, but are not responding to the email and/or aware of the different type of communications platforms at their school.
- Action Step 3.4b: Continue to provide positive public relations for families via digital and in-person platforms, events, newsletters, and public appearances. Include communication in various languages and reach out to families of our struggling students to ensure they have the specific supports they need to be able to help their students. We reach over 1M parents via various forms of communication and social media platforms and will continue to disaggregate this data to determine if our low-income families are receiving the information and acting on it and/or reading.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Broad Goal: Develop coherent and transparent systems for operational excellence to support each student's success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1A: Teacher credentials	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed
State Priority 1 C: Facilities Inspection Tool (FIT)	2019-2020 93% of schools earned a Fair or Better rating.	2020-2021 92% of schools earned a Fair or Better rating (of those that submitted a report). 13 Sweetwater schools did not complete a Facilities Inspection Tool (FIT) report, due to the fact that they were in distance learning for the vast majority of the school year.	2021-2022 92% of schools earned a Fair of Better rating. All 28 schools submitted their FIT report.	2022-2023 89% of schools earned a Fair of Better rating. All 28 schools submitted their FIT report.	100% of schools will earn a Fair or Better rating.
Federal Program Monitoring (FPM) and Williams Compliance	100% of internal, state, and federal	100% of internal, state, and federal	100% of internal, state, and federal	100% of internal, state, and federal	100% compliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	audit items were addressed.	audit items were addressed.	audit items were addressed.	audit items were addressed.	
Internal and External Financial Audits	100% of internal, state, and federal audit items addressed	100% of internal, state, and federal audit items addressed	100% of internal, state, and federal audit items addressed	100% of internal, state, and federal audit items addressed	100% compliance
Business Process Review	Conduct business process review for the Human Resource division and Finance divisions . This process will be completed in the 2021-2022 school year.	Pending for 2021-2022 school year	Review is ongoing with the adoption of a new financial system on July 1 2023, Infor, which will transform Human Resource and Finance division.	We are in the midst of the Infor implementation that is an integrate Human Resources and Finance system.	100% compliance and alignment
Title IX Training	Training will be implemented for all Athletic Directors, administrators, and coaches.	Training was implemented for all Athletic Directors, administrators, and coaches.	Training was implemented for all Athletic Directors, administrators, and coaches.	Training was implemented for all Athletic Directors, administrators, and coaches.	100% of appropriate staff will be trained.
Induction	2019-20 100% of year 1 candidates will complete and be certified by the end of their year 2 enrollment. 100% of first year candidates will enroll as year 1 participants.	100% of 21-22 Induction Candidates who were Year 1 this year will enroll as Year 2 Candidates for 22-23, and 100% of eligible new teachers in 22-23 will be able to enroll as Year 1 Candidates.	100% of 22-23 Induction Candidates who were Year 1 this year will enroll as Year 2 Candidates for 23-24, and 100% of eligible new teachers in 23-24 will be able to enroll as Year 1 Candidates.	100% of 23-24 Induction Candidates who were Year 1 this year will enroll as Year 2 Candidates for 24-25, and 100% of eligible new teachers in 24-25 will be able to enroll as Year 1 Candidates.	100% of induction candidates who began during or after the 2019-20 school year will have completed their induction program.

Goal Analysis

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.

The planned actions for improving business processes, implementing the INFOR fiscal and Human Resources platform, providing staff training including Title IX, and maintaining digital portals were successfully carried out without significant deviations from the initial plans.

- Action Step 4.2a - Continued to improve, streamline, and maintain business processes and services within and between departments to ensure all stakeholders have access to support, resources, timely customer service, and user-friendly, time-saving technology applications.
- Action Step 4.2b - INFOR fiscal and Human Resources platform was implemented in 2023-24.
- Action Step 4.2c - Training provided to staff in these areas and Title IX. (No additional cost for this subtraction other than Title IX). This training is primarily focused on ensuring that FY, EL, LI, HY, and female students have proportional access to academic and social-emotional, and physical support including clubs and athletics.
- Action Step 4.2e - Digital portals continue to be monitored and maintained to support stakeholders with frequently asked questions and automated tasks.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action Step 4.3 - Training for IX was conducted, but substitutes were not available for all staff

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The effectiveness of implementing Action Steps below has yielded the following positive results:
Action Step 4.2a - The Facilities and Maintenance Department implemented the work order system "School Dudes".

- Action Step 4.2b- The INFOR fiscal and human resources platform implementation went live in 2023-2024. Although there were some learning curves to be addressed and slight modifications of the system, INFOR will provide a fully integrated financial and human services business system.
- Action Step 4.2f -The Induction program flourished with 45 first year candidates and 48 second year candidates. All the second year candidates completed the induction requirements. This program provides new teachers with tremendous supports in pedagogy, inclusive practices, classroom management, student engagement, assessment, and accountability.
- Action Step 4.3b - The full day Professional Development provided to classified staff was effective and feedback was positive. Goal is to continue to provide opportunities for training and professional growth for classified staff.
- Action Step 4.3e - Human Resources continued to investigate and participate in educational recruitment fairs and collaborate with local university teacher credentialing programs in order to infuse the current employment pool and increase the number of African American, Asian Pacific Islander, and Hispanic teachers so our ELL, H/F, SWD, and African Americans have staff who they can identify with.

The effectiveness of implementing Action Step 3.3 didn't yield the expected results:

- Action Step 3.3 - Efforts to increase diversity among teachers through participation in recruitment fairs and collaboration with credentialing programs have been ongoing. This is crucial for providing students, especially those from diverse backgrounds like ELL, homeless/foster, students with disabilities, and African Americans, with educators they can identify with. Despite these efforts, shortages persist in critical areas such as Special Education, Mathematics, and Science

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.

The action steps in goal 4 remain primarily with a series of targeted action steps towards achieving the goal of coherent and transparent systems .Through continued implementation and modification of the action steps outlined, the district remains steadfastly committed to fostering excellence, inclusivity, and support across all levels of operation.

- Action Step 4.2a - Continue to assess, align, and streamline all business inter and intra-department processes.
- Action Step 4.2b - Continue training and support for the INFOR Fiscal and HR system implementation.
- Action Step 4.2c - Continue to provide district systems that are continually communicated, documented, updated, and accessible to all staff in order to provide quality customer service and support. Provide Training provided to staff in these areas and Title IX with primary focus on ensuring that FY, EL, LI, HY, and female students have proportional access to academic and social-emotional, and physical support including clubs and athletics.
- Action Step 4.3b - Additional professional development for classified personnel to ensure job skills are up to date and in compliance with all federal, state, local, and LEA regulations.
- Action Step 4.3b - Human Resources will continue to investigate and participate in educational recruitment fairs and collaborate with local university teacher credentialing programs in order to infuse the current employment pool and increase the number of African American, Asian Pacific Islander, and Hispanic teachers so our ELL, H/F, SWD, and African Americans have staff.
- Action Step 4.3c - Include Professional development in district PD Plan to ensure support staff is equipped to maintain technologies such as Smart Boards, LCD projectors, Document Cameras, and other classrooms/instructional peripherals.
- Action Step 4.3 f - Continue to enroll new teachers the New Teacher Induction Program and assigned a mentor within 30 days of hire. Interns will be provided a mentor with the opportunity to begin the online Teacher Induction Program prior to their receipt of a preliminary credential. All counselors will be provided mentoring support in their first year in a new position.
- Action Step 4.4 - Additional support from the IT department for school sites and students with access to updated devices/Chromebook and accessing online learning applications. Resources will be integrated to ensure cyber security.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

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

Goal Analysis

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP 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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
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