



Draft Goals/Metrics Overview & Feedback Session

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April 15, 2021

Overview

1. Overview of 2021-2024 LCAP
Development & Expanded Learning
Opportunities Grant Timeline
 2. Review of Draft 2021-24 Principles
 3. Review of Draft 2021-24 Goals/Metrics
 4. Board Feedback/Questions
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History of LCAP

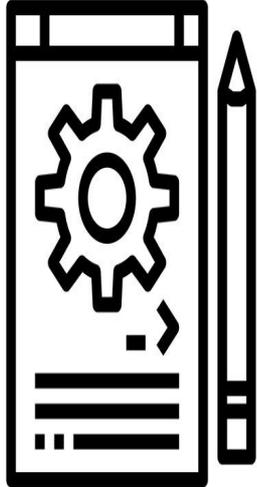
- The LCAP is a three year strategic plan for the district to outline the budget with a specific emphasis on our historically underrepresented groups of students (HUGS)
 - Our most recent LCAP cycle was from 2017 to 2020
 - The CDE put the requirement for an LCAP on hold for 2020-2021 school year, and required the Learning Continuity & Attendance Plan which was approved in October.
 - The draft priorities, goals and metrics in this presentation will provide the outline of the LCAP for 2021-2024
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Purposes



- **Local Control Accountability Plan:** Single District Plan intended to articulate strategic goals and actions intended to achieve the District’s Equity Vision and Mission.
 - **Expanded Learning Opportunities Grant Plan:** Intended to explain how our District will use the funds received to implement a “learning recovery plan” for all students but especially our Historically-Underserved Groups of Students (HUGS).
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Process



- Both LCAP and Expanded Learning Plan require that the District:
 - Engage stakeholders in development of the plan
 - Establish intended outcomes and set aligned goals & metrics
 - Articulate strategic initiatives
 - Show how funding is to be used to support initiatives
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Timeline

March 25	Equity Advisory Committee Feedback Session
March 31	Meet with San Mateo County regarding LCAP
April 13	Principal Review and Feedback
April 15	Board Review/Feedback - Draft of Goals & Metrics
April 29	Equity Advisory provide input on LCAP draft
May 5	DELAC input on LCAP Draft
May (TBD)	Teacher & Staff Association input on Draft LCAP
May 13	Equity Advisory Meeting, final review & actions
May 20	Board approval of <i>Expanded Learning Opportunities Grant</i>
June 6 & 20	LCAP board review and approval

— The Structure of our Draft Plan



Equity Vision & Mission

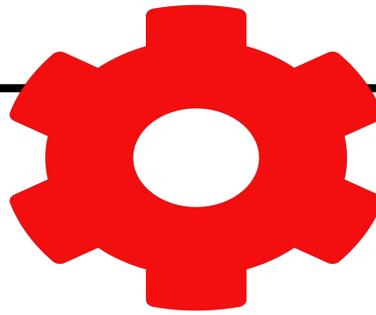
Vision: We believe all of our students are entitled to learn in a safe, inclusive and equitable environment that validates, respects and honors their unique backgrounds, interests and identities.

Mission: We will continually identify, disrupt and eliminate institutional biases and barriers to ensure that *all students* achieve their full potential and provide them with the skills and knowledge to thrive physically, emotionally, and academically.

The district's Equity Advisory Committee identified five priority areas for the LCAP. They include:

- *Authentic Relationships*
- *Safe & Connected Communities*
- *Engaging, Rigorous & Relevant Learning for Every Student*
- *Supporting & Empowering Staff*

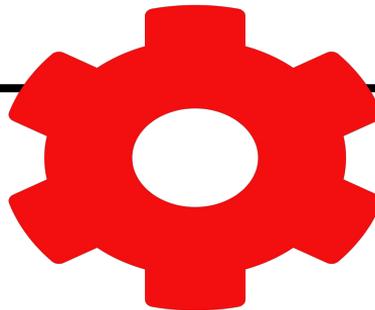
—Authentic Relationships



Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.



—Authentic Relationships



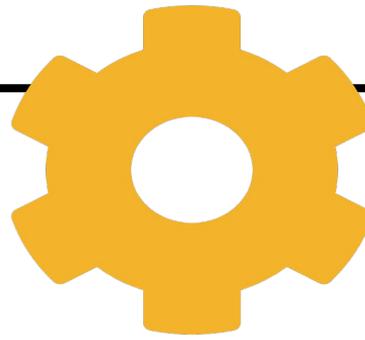
Goals:

- Increase staff diversity such that it reflects the diversity of the communities we serve
- Every student has:
 - At least one strong relationship with an adult on campus
 - Access and is involved in a Leadership Opportunities (formal and/or informal)
- Ensure that there are multiple opportunities for family engagement and effective communication

Metrics:

1. The District will increase the number of non-White/Multiple race certificated staff so that the faculty reflect the diversity of our communities
 2. Panorama survey data (“Teacher/Student Relationships”) shows a 3% increase in the percentage of students responding favorably (from 61% to 64%) in the 2022-23 administration of Panorama survey. Similarly, staff and families report similar increases after baselines are set in 2022-23
 3. Disaggregated *Panorama Parent Survey* data (to be administered in fall 2021) shows an increase in parents reporting opportunities for engagement and effective communication
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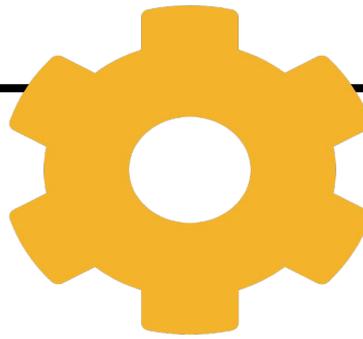
Safe & Connected Communities



We are dedicated as a district to create a culture and community in our schools that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.



Safe & Connected Communities



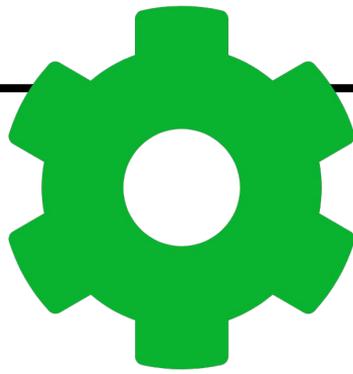
Goals:

- Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools
- Student leadership (formal and informal) that reflects the diversity of our schools
- Culturally responsive, inclusive and restorative schools, classrooms and digital spaces that ensure a culture of *upstanding*
- Schools that foster physical, psychological and social-emotional well-being

Metrics:

1. Decrease in Suspension rates and maintain or decrease Expulsion rates for all student groups
 2. Decrease in Chronic Absenteeism
 3. Improvement in positive student responses to Panorama Survey question, “When there are instances of hate speech [either directed at me or another person] at my school, I see adults respond in a way that makes me feel safe.” (indicate baseline)
 4. Increase in percentage of students trained on student leadership-for-equity training
 5. Increase in percentage of students (and student groups) participating in school activities (clubs, sports or other activities)
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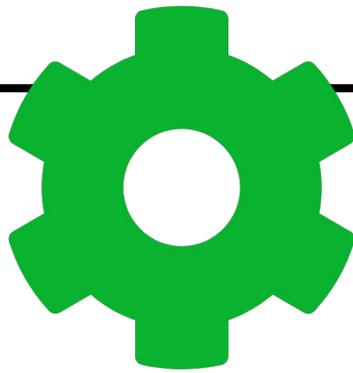
Engaging, Rigorous and Relevant Learning for Every Student



Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.



Engaging, Rigorous & Relevant Learning for Every Student



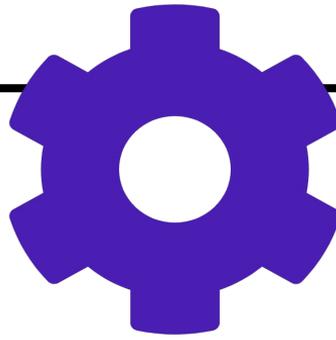
Goals:

- Create engaging and rigorous learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.
- All students have access to rigorous coursework aligned to their interest and post-secondary goals

Metrics:

1. Improvement in the percentage of students who meet the [College and Career Indicator](#) year over year (62.9% “prepared” in 2019)
2. Disaggregated percentage of 10th graders on Track for Graduation (with special metric for English Learners who arrive during HS)
3. Disaggregated percentage of student performance on State (CAASPP) and Local Academic Assessments
4. Course access measure for all students? OR % of students accessing 7-period Day (by subgroup)
5. English Learners:
 - Increase the percent of students making one year of growth on ELPAC
 - Increase the percent of ELD students who have been in our schools a full academic year who advance to the next level of ELD or are transitioned into mainstream courses
 - Increase the percentage of EL students who are reclassified each year

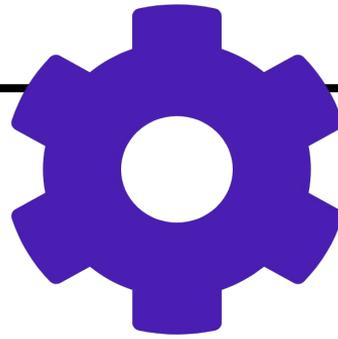
Supporting and Empowering Staff



Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.



Supporting and Empowering Staff



Goals:

- 100% of staff (certificated and classified) trained on addressing Implicit/Explicit Bias, Culturally Responsive & Trauma-informed Classroom practice and Restorative Practices
- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- The District will continuously improve the Instructional Coaching Program and effectively implement the new *SMUHSD Induction Program*.
- Ensure that faculty of color feel supported and included in school and collegial communities

Metrics:

1. Increase % of SMUHSD teachers who meet the **minimum qualifications for Dual Enrollment courses including** Master's Degrees
2. Improvement of teacher satisfaction with professional learning experiences (via annual Panorama survey)
3. Implementation measure regarding anti-racist teaching practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years
4. Implementation measure regarding School-wide common Tier I universal support practices (% of teachers self-reporting and/or observed implementing practice[s]) - set baseline in 2021-22 and then improvement target for subsequent years
5. Improvement of teacher of color perception of support/inclusion in school community (via Panorama Survey) - set baseline in 2021-22 and then improvement target for subsequent years

Summary of Changes & Updates from Previous Plans

- Created Priority areas to align work across the system
 - Goals were updated to reflect broad areas of work and then associated with metrics to measure progress
 - Metrics refined to reflect Equity/Anti-Racism, MTSS & post-pandemic priorities
 - Increased attention to Hate Speech & performance/local assessment measures
 - Previous Goals included:
 - *Goal 1: Access to high quality teaching and learning environments for all students*
 - *Goal 2: Increase academic expectations and performance to create college-and career-ready students*
 - *Goal 3: Enhance and improve the social-emotional health of its students and support effective family engagement*
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Questions/Answers/Feedback
